EVALUATION OF THE EFFECTIVENESS OF THE NATIVE COUNSELLOR TRAINING PROGRAM

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AN ANALYSIS OF THE LONG-TERM EFFECTIVENESS OF THE NATIVE COUNSELLOR TRAINING PROGRAM

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The Honourable Sean Conway, Minister
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ABSTRACT

This study assessed the long-term effectiveness of the Native Counsellor Training Program, from its inception in 1977 through the summer of 1984, in relation to the program goals originally stated and the relevance of the program within the current educational, economic, cultural, and political situations in which Native counsellors find themselves.

Data were collected by means of written questionnaires and extensive interviews with program graduates, current students, and staff. Data were analysed using a qualitative interpretive approach in order to enable the investigators to identify unexpected strengths, weaknesses, contributions, and deficiencies of the program, as well as to develop a deeper understanding of the basis of the program's effectiveness or lack of effectiveness.

Of the 134 graduates and participants, 96 (72 per cent) were traced by a variety of means. Twenty of the 21 staff members were traced. Of the graduates who were traced and for whom information on current employment was obtained (76, or 79 per cent), 64 (84 per cent) were currently employed in counselling or counselling-related positions. Of these, 54 (84 per cent) were employed as social or educational counsellors.

Respondents generally reported high levels of satisfaction with the learning experience provided by the Native Counsellor Training Program. In particular, they said that in the long term the program was especially effective and meaningful in counselling skill development; relationships among students; personal awareness, confidence and perspective; specific topics; and helpfulness of staff.

The participants believed that the program had contributed significantly to their effectiveness on the job, particularly in one-to-one counselling skills; relationships with agencies, parents and school organizations; and in the development of attributes needed to carry out the role of Native social counsellor most effectively. The program was said to be somewhat limited in its contribution to work-related effectiveness in professional-practice aspects of the job, the provision of advanced counselling techniques needed in specific situations and for special needs groups, and in the applicability of the Part III field placement for some participants.

The program was also seen as having made a significant contribution to the participants' personal and community leadership abilities, with several participants providing moving descriptions of how the program had been a life-changing experience and clearly articulating the ways in which those changes had contributed to their personal ability to function more effectively as role models and leaders in their communities as well as in their jobs.

A major theme expressed throughout the data was the importance of the Native focus within the program: the chance to learn with, from, and about other Natives; increases in awareness and self-esteem as a Native person and counsellor; and the importance of the Native learning environment to learning how to adapt and apply general counselling skills to Native situations and students.

A second major theme that was expressed frequently was the difficulties and frustrations resulting from the extreme diversity of educational, cultural, linguistic, and counselling backgrounds among the students. While a number of concerns regarding this diversity were raised, the participants tended to conclude that the diversity contributed more to the overall effectiveness of the program than it detracted from it.

The report discusses specific topics of concern derived from the summarized results and draws conclusions in relation to each program goal and to the overall relevance of the program to the current situations of Native counsellors.

The report concludes with recommendations regarding continuation of the program and suggestions regarding aspects of the curriculum needing review and possible revision. Overall, the investigators conclude that the program is generally effective in meeting the learning needs of Native social counsellors and recommend that it be continued, in basically its existing form, and that some structural and curriculum revisions be explored further.

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I. INTRODUCTION

The Native Counsellor Training Program was established under the joint sponsorship of the Ontario Ministry of Education and the Department of Indian Affairs and Northern Development (DIAND) in response to the recommendations of the Task Force on the Educational Needs of Native Peoples. The purpose of the program was five-fold.

1. To provide an integrated and developmental series of courses in the essential skills, knowledge and experiences which relate directly to the practice of student counselling;

2. To provide a new avenue of appropriate courses so that the individual needs of Native Social Counsellors would be met realistically;

3. To provide counsellor-trainees with opportunities for personal growth and development through group processes, self-awareness and clarification of values;

4. To provide opportunities for specialization in the techniques and processes of elementary and secondary school counselling;

5. To permit the certification as Native Counsellors those persons without a basic teacher's certificate who complete the three parts of the program.[1]

The program was originally designed with three parts, each to be completed in one summer. Parts I and II were initially offered in the summer of 1977 at Laurentian University in Sudbury. In the summer of 1978, Part III was also offered. The program has continued annually since that time.

A program evaluation has been carried out by the principal each year since the program's inception. These evaluations have included comments from students, staff, and the principal. However, there has been no comprehensive evaluation of the program and no follow-up evaluation of the graduates' experiences, successes, failures, vocational direction, and so on since the inception of the course. The present evaluation was initiated by the Ontario Ministry of Education in order to provide information regarding the long-term effectiveness of the program and the relevance of the program given the current educational, economic, and political conditions of Native peoples. The overall goal of this evaluation study was, then, to assess

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1. N.K. Likers, "Native Counsellor Training Program" (Toronto: [Ontario] Ministry of Education, 21 April, 1977). This document describes the purpose, goals, and structure of the proposed program.

the effectiveness, year by year since its inception in 1977, of the Native Counsellor Training Program. The criteria for assessment included, among others, the contribution of the program to the graduate's success in employment after completion of the program.

The rest of this report outlines the design and detailed objectives of the study, including data collection and analysis procedures; and the results, including present locations of graduates and staff; and summarizes the quantitative and qualitative responses regarding the program and its contribution to participants' community and personal lives. Specific strengths and weaknesses of the program as expressed by students and staff are noted. The assessment results are discussed in relation to the goals of the program, its appropriateness in the current Native educational structure, and specific issues identified during the study.

II. STUDY DESIGN

Goals And Objectives

The primary goal of the evaluation study was to assess the effectiveness of the program, year by year, according to three primary criteria:

(a) the contribution of participation in and completion of the program to the candidates' employment histories and success;

(b) the contribution of participation in the program to the candidates' community leadership roles and effectiveness;

(c) the relevance and effectiveness of the training program curriculum in providing candidates with personal and professional skills, knowledge, and credentials appropriate to the realities of the employment and community situation.

In order to accomplish this goal it was necessary to:

(a) trace graduates and teaching staff members in so far as possible;

(b) conduct personal interviews with some graduates, some members of the teaching staff, and some employers;

(c) obtain written responses on questionnaires given to graduates and teaching staff members regarding their experiences in the program;

(d) analyse the results of the interviews and questionnaires to discover the relationship between the participants' experiences in the counsellor training program and the positions in which the graduates are employed;

(e) assess the effectiveness of the counsellor training program according to the foregoing criteria and make recommendations regarding the continuation and structure of the program.

Design

Research Approach

An analysis of the effectiveness of any program can take many forms and serve many goals. The form will, in part, be determined by the goals of the assessment and, in part, by the premises as to what kind of data and analysis will provide the most useful information. In the present case the investigators have relied largely on qualitative approaches to data collection and analysis. While certain minimal statistical summaries of descriptive data are provided, the major emphasis is on an interpretive analysis. Data were collected through semi-structured, interactive interviews in which participants were asked for their subjective impressions; and through open-ended questionnaire items in which respondents were asked to name significant experiences as well as to respond to predetermined issues.

The following assumptions underlay our choice of such an interpretive approach to this evaluation research problem:

(a) The program to be assessed is one of a kind, and therefore a comparative or controlled analysis was not possible;

(b) The task as represented by the aforementioned goals and objectives involved, essentially, discovering what impact the program had had on the participants' lives. Few "objective" criteria were available against which to determine the "effectiveness" of the program, since the program outcomes were intended to be individually relevant and the participants were acknowledged to represent an extreme diversity of personal, social, and occupational characteristics;

(c) The population was too small to permit valid conclusions to be drawn on a year-by-year basis using statistical techniques, particularly given the diversity of the population;

(d) There would be a greater possibility of identifying unexpected benefits and negative effects of the program with qualitative than with quantitative approaches.

Data Collection

The study design called for all staff and candidates accepted for and enrolled in the Native Counsellor Training Program since its inception in 1977 to constitute the study population. All staff and students were to be traced as far as was feasible. It was anticipated that we would be able to locate approximately 90 per cent of the population. A preliminary questionnaire (see Appendix A-1) was designed to obtain the current locations, employers, and telephone numbers of all program participants and staff. Preliminary questionnaires were sent to a total of 134 graduates and students, identified from lists provided by the Ministry of Education based on addresses current at the time of the individual's

participation in or graduation from the program. The initial questionnaire requested the participant to confirm his or her present address and telephone number and to give his or her current employer and the employer's address and telephone number. A self-addressed stamped envelope was provided with the initial questionnaire.

Additional efforts were made to trace graduates and participants. These included checking against DIAND records, personal communication with Native community leaders and identified program graduates, comparison with the membership list of the Ontario Native Education Counselling Association and the registration list of the association's 1985 conference, and telephone tracing through directory assistance.

The selection of participants for personal interviews was based on location (remote, rural, urban) and year of graduation from or participation in the program. Interviews were conducted in the home locations of participants and at the Ontario Native Counsellor Association Conference held in Toronto. The original design called for individual interviews to be carried out with 8 participants from remote locations, 24 from urban locations, and 12 from rural locations. Of the persons actually interviewed, 5 were from remote locations, 19 from urban areas, and 3 from rural settings. The interview schedule (see Appendix A-2) was designed to permit in-depth and interactive responses regarding general areas of interest. The interviews were recorded by the interviewer during the interview in writing or on audio tape. When audio tape was used, information from the tapes was later summarized and transferred to interview sheets. Wherever possible, participants' responses were recorded in their own words.

An extensive written questionnaire (see Appendix A-3) was mailed to all participants who had returned a completed preliminary questionnaire and was hand-distributed to some participants who were interviewed but who had not returned the preliminary questionnaire. This questionnaire requested intensive background data on participants' educational and employment histories and completion of some objective evaluation scales relevant to the NCTP program, and asked open-ended, subjective questions concerning a number of areas of evaluative concern.

Twenty-one persons were identified from Ministry of Education records as having been included in the full-time staff for at least one summer since the inception of the program in 1977. Twenty of the twenty-one full-time staff members were traced, and their current addresses and telephone numbers were obtained insofar as possible. Addresses were obtained for all but one of the staff members. Extensive efforts were made to trace this one staff member (on staff in 1978), but she has apparently left the province and could not be located.

It was our original intention to survey all staff by mail and to conduct personal interviews with selected staff. However, owing to time and schedule constraints, we mailed or delivered an interview schedule (see Appendix A-4) to all but one staff member rather than attempting to interview them during the very busy spring period. One staff member was interviewed personally.

In addition to the twenty-one full-time staff members, two program graduates who had acted as part-time staff for at least one summer were interviewed in the participant component of the study. Their impressions as staff were also elicited.

Data Analysis Procedures

All questionnaires and interview schedules were identified with a code representing the respondent's year of graduation or current enrolment, location category, and individual identity. Objective and demographic data were tabulated by year of graduation and, where appropriate, by location category.

The open-ended and subjective responses were first analysed by listing all responses relevant to a particular issue. Each response was identified with its participant code to enable the investigator to determine clusterings by year of graduation or by location. All responses were then reviewed and common themes were identified. The individual responses were then listed under the appropriate theme or themes. This procedure provided a means of identifying those aspects of the program that participants themselves considered most important or meaningful, in relation to general topics identified in advance by the investigators. It also enabled the researcher to recognize when a particular type of response tended to be made by participants with one of the pre-identified characteristics. For example, if all the responses that indicated that relationships with other students were important were made by participants currently enrolled in the program and none were made by early graduates, the researcher would be aware of this and would seek further explanation. (As will be seen in the Results section of this report, responses did not appear to cluster on the basis of year of graduation or participation but there were some instances where location influenced the response.) This approach to data analysis also enabled the investigators to develop a deeper understanding of the meaning of the responses and thereby to develop a rich matrix of participants' actual opinions from which to draw their conclusions and to formulate recommendations that respond to the spirit as well as the content of the participants' comments.

III. RESULTS

Tracing of Participants And Staff

The return rates for the preliminary questionnaire ranged, by year of graduation or participation, from a low of 31 per cent for 1980 graduates to a high of 77 per cent for the students who had completed Part II in 1984. The average return rates were 49 per cent for graduates and 50 per cent for Part I and Part II participants, with an overall average of 49 per cent (66 questionnaires returned). Additional efforts to locate graduates and current students increased the overall percentage traced to 72 (74 per cent of graduates and 69 per cent of 1984 Part I and II participants). The proportion traced ranged from 46 per cent for 1980 graduates to 100 per cent for 1983 graduates. The results of efforts to trace graduates and 1984 participants are summarized in Table 1. Data regarding specific addresses, employers, and so on are provided, by year, in Appendix B.

Twenty-one persons were identified who had held full-time staff positions in the program since its inception. Current addresses and telephone numbers were located for twenty of them.

TABLE 1
GRADUATES AND 1984 PARTICIPANTS
TRACED, BY YEAR

Year	No. of Grads	Prelim Q. Returns	Traced by other Means	Returned to Sender	Total Traced
1978	7	3 (43%)	2	1	5 (71%)
1979	19	10 (53%)	7	0	17 (89%)
1980	13	4 (31%)	2	2	6 (46%)
1981	6	3 (50%)	2	0	5 (83%)
1982	8	5 (62%)	0	1	5 (62%)
1983	7	4 (57%)	3	1	7(100%)
1984	16	8 (50%)	3	1	11 (69%)
1984 PT II	22	17 (77%)	2	0	19 (86%)
1984 PT I	36	12 (33%)	9	1	21 (58%)
Total grads	76	37 (49%)	19	6	56 (74%)
Total PT I, II	58	29 (50%)	11	1	40 (69%)
Grand total	134	66 (49%)	30	7	96 (72%)

Distribution of Respondents to Detailed Data Collection Procedures

A detailed written questionnaire was sent to each participant who had returned the preliminary questionnaire. The response rate for these questionnaires was disappointing: only 19 of the 66 questionnaires sent were returned (29 per cent). The distribution of participant questionnaire returns by year and sex of respondent is presented in Table 2.

TABLE 2
DISTRIBUTION OF RESPONDENTS TO PARTICIPANT QUESTIONNAIRE
BY YEAR AND SEX OF RESPONDENT

	Year of Graduation of Respondent									
Sex of Respondent	1978	1979	1980	1981	1982	1983	1984	1984II	1984I	Total
Male	1	0	1	1	0	0	0	3	0	6
Female	1	2	1	1	1	0	1	4	2	13
Total by year	2	2	2	2	1	0	1	7	2	19

Individual interviews were carried out with a total of 27 participants and graduates. Of these, 23 had not returned the participant questionnaire and 4 had returned the questionnaire. Table 3 shows the distribution of interviews by year of participation or graduation, location, and sex of respondent.

TABLE 3
DISTRIBUTION OF COUNSELLOR INTERVIEWS COMPLETED BY YEAR, LOCATION
AND SEX OF RESPONDENT

Location	Sex	1978	1979	1980	1981	1982	1983	1984	1984II	1984I
Urban	5M	1	1	2	-	-	-	-	-	1
	14F	1	4	1	-	2	-	3	1	2
Rural	0M	-	-	-	-	-	-	-	-	-
	3F	-	1	-	-	-	-	-	1	1
Remote	4M	-	1	-	-	-	-	1	2	-
	1F	-	-	-	-	-	-	-	-	1
Total	27	2	7	3	0	2	0	4	4	5

Table 4 gives the distribution of all counsellors from whom extensive data were obtained through questionnaires or interviews.

As can be seen from Table 4, the data obtained cannot be considered to be representative of the population by year of graduation. There is a significant variation in response rate by year, from a high of 50 per cent for 1984 Part II participants to a low of zero for 1983 graduates. In addition, the response rate for women was somewhat higher (28, or 35 per cent) than for men (14, or 26 per cent.)

The small number of respondents for various years and the number of unrepresented categories in many years (e.g., rural males, remote females) confirmed that statistical analyses of the data would be unsuitable. Qualitative analyses were carried out with these variables (year of graduation, location, and sex of respondent) in mind, but no attempt was made to draw conclusions on a year-by-year basis.

TABLE 4

DISTRIBUTION OF COUNSELLOR RESPONDENTS (QUESTIONNAIRE AND INTERVIEW) BY YEAR, LOCATION AND SEX OF RESPONDENT

Location	Sex	1978	1979	1980	1981	1982	1983	1984	1984II	1984I	Total
Urban	M	1	1	2	1	0	0	0	1	1	7
	F	1	4	1	1	2	0	3	3	3	18
Rural	M	0	0	1	0	0	0	0	2	0	3
	F	0	3	1	0	0	0	0	3	2	9
Remote	M	0	1	0	0	0	0	1	2	0	4
	F	0	0	0	0	0	0	0	0	1	1
Total by year	M	1	2	3	1	0	0	1	5	1	14
	F	1	7	2	1	2	0	3	6	6	28
Grand Total		2	9	5	2	2	0	4	11	7	42
Proportion of total population		29%	47%	38%	33%	25%	0%	25%	50%	19%	31%

Completed interview schedules were received from eleven of the twenty staff members located, and one staff member was interviewed personally, resulting in a response rate of 60 per cent. Staff respondents included staff whose participation, collectively, spanned all years of the program from 1977 to 1984. The number of years that individual staff members were involved in the program ranged from a minimum of one to a maximum of eight (the entire duration of the program to 1984); the average was approximately three years.

Interview and participant questionnaire responses were pooled where possible to permit maximum use of the available information. For example, in both data collection modes, respondents were asked how the NCTP had mattered in their lives. While the exact wording of the question differed from interview to interview and on the questionnaire, the meaning of the responses is essentially the same. The two sets of responses were therefore pooled. On the other hand, the questionnaire included two Likert-type evaluation scales, which were not included in the interviews. Data taken from these "objective" responses could only be summarized for the respondents who completed the questionnaire.

Staff response data were not analysed as grouped data, except with regard to staff-student interactions, staff qualifications, and staff observations of interaction among students. These analyses are included in the appropriate sections of this report.

Central Value of NCTP to Participants

Participants were asked on the questionnaire or in interviews to describe how the NCTP has been "most useful," that is, what was truly important about the program in their own lives. A total of 123 distinct statements made in response to these items were identified and categorized on the basis of common themes. The great majority of these statements fell into six main categories:

1. relationships with other students

2. counselling skills

3. personal awareness, confidence, and perspective

4. specific content

5. helpfulness of staff

6. certification or qualification for job.

An underlying theme that stood out and cut across most categories was the particular value of the Native focus of the program. While not always stated explicitly, this theme was particularly strong in comments regarding the importance of other students, the manner in which counselling skills were dealt with, and the personal awareness categories. It also was expressed in relation to the teachers' helpfulness and specific content included in the program.

Comments included within each category were examined together, and a general statement summarizing the central concept of the category was formulated. Each category is described below, and examples of statements included in the category are given, including, where applicable, at least one statement in which the importance of the Native focus was evident.

1. Relationships with Other Students (Twenty Statements)

Summary

Experience with other students in and outside of class provided opportunities to share resources, to increase awareness of similar and different experiences as Natives from different environments, to practise counselling skills in a realistic and supportive group, and to build self-confidence and develop friendships.

Examples

> "All native participants - we drew on each other's experience ... learned more from other students than from instructors."
>
> "Opportunity to be with other counsellors, people from different areas and situations; sharing resources of other counsellors."
>
> "Students - got to know other counsellors."
>
> "Meeting other Native people from different reserves and bands - differences among them."
>
> "The friends I made, some who have become very good and close friends."

2. Counselling Techniques (Twenty-seven Statements)

Summary

Counselling techniques relevant to family, parenting, secondary and elementary students, which were learned through presentation of a variety of theories, group experiences, videotaping and feedback, and role playing were considered important, meaningful, and useful in the actual work situation by both experienced and inexperienced participants.

Examples

> "Learning what counselling was all about."
>
> "Develop a personal approach to one-to-one counselling using a part of several theories."
>
> "Marriage and kids - how to do it."
>
> "Counselling skills - seeing yourself and how you're doing on video tape ... that's what I needed most - it was very useful right away with kids."
>
> "Reading body language - The Cree people are very non-verbal when it comes to communication .... My teacher ... taught me a lot about this subject. It has helped me tremendously in my counselling."

3. Personal Awareness, Confidence, and Perspective (Nineteen Statements)

Summary

Greater awareness of self, family and community; gains in confidence in self-expression (through written work, group participation, speaking in front of the group, and mutual sharing experiences); self-assessment skills; and broader personal value perspectives were perceived as important, meaningful, or useful outcomes of participation in the program.

Examples

"Managing my own family problems."

"Self-awareness experiences with people of all ages and varied life experience."

"Gained confidence in my ability to speak up in group, express myself."

"Allowing me to look at myself and my own imperfection."

"Self-confidence."

"Realizing that people everywhere have the same type of problems as myself."

"Meeting other Native people from different reserves and bands - difference among them - aware that some were even more shy than I am."

"Looking at my own personal self and worth and the direction I was going."

4. Specific Content

Summary

For a number of participants the most important, meaningful, or useful aspect of their experience in the NCTP was some specific body of knowledge covered in the course, particularly tests and measurement; information about agencies, work, and school curricula and expectations; computers; individual field placements; and theories of counselling.

Examples

"Tests and measurement gave me a better insight into how tests are administered in the school."

"Agencies - useful when need to send someone there for assistance."

"Found learning about high school and college opportunities really relevant - not sure it is so much for northern community people."

"What kids have to learn now in school - mostly information."

"Computer program - something different."

"The field placement stands out - met some young [people] - got their ideas."

"Educational system - better idea of how educating Natives came about."

5. Helpfulness of Staff (Seventeen Statements)

Summary

Fred Ohi stood out as a central, important figure within a staff that generally provided cheerful, personal, available, encouraging, patient, and willing help.

Examples

"The teachers were very helpful and there when you needed them - the personal encouragement that was given to you when you felt that perhaps this wasn't for you."

"Fred Ohi - very good - explained things - a jolly person."

"Instructors were facilitators."

Teaching staff - particularly Native teachers on staff."

6. Certification/Qualification for Job (Twelve Statements)

Summary

The most important or meaningful aspect of the NCTP for some was that they gained certification that contributed to job opportunities or they gained qualifications that enabled them to contribute to their jobs and communities more effectively.

Examples

"I was new at the job - it helped in learning the job."

"May have been one of the criteria that influenced the interviewing committee that hired me."

"As a reference of skill acquired to pursue employment dealing specifically with Native people."

"My job description stated that I attend the program, therefore, without attending I would be without a job."

"Training for myself to help benefit students and the community."

These statements about what respondents reported as most important in their experience of the NCTP can be interpreted as representing the more lasting impressions of the significance of the program. Many of the respondents had been working for several years since graduating and had had the opportunity to test the relevance of what they had learned during their NCTP experience. Nevertheless, they reported very similar meaningful or important experiences to those reported by current students. In general, it appears that the experiential counselling and personal growth are the most useful and salient aspects of the learning, both immediately and in the long term. The mutual support and learning among students, the helpfulness of the staff, and the Native emphasis of the content and learning environment (fellow students and occasionally staff) were considered key elements in the value of the program. There was great importance placed on the skill learning in all areas of counselling practice covered in the program, again with an emphasis on the Native learning context as contributing significantly to the importance and usefulness of these experiences. Certification was mentioned by some respondents as the most important aspect of the program. For a few, certification seemed to represent a value by default - the only benefit they received from the program. But for a somewhat larger number certification appeared to represent a public symbol of their being qualified to perform their occupational role within the Native community.

The general expressions of what was important or meaningful in the NCTP experience can serve as a framework within which to examine further the specific issues identified in the study goals. The six categories and one theme that emerged from the spontaneous comments of respondents expressed a relatively high degree of agreement as to what mattered within the program. The questionnaire and interview schedule both included a number of questions designed to elicit respondents' opinions of the specific relationship of participation in the program to work, community, and personal development.

Contribution of Participation in the NCTP to Work Opportunities and Performance

Contribution to Employment Success

One of the primary criteria specified in the goals of this study was to assess the effectiveness of the program in relation to participants' employment success. Towards this end, data were collected through the preliminary questionnaire, the written questionnaire, and interviews. Data obtained from the preliminary questionnaire simply provided an indication of the respondent's present employer and position. Data obtained from the more detailed procedures provided a basis for assessing the relevance of the program to the work setting and experience of the participant.

All sources of data were combined to provide the summary of present employment shown in Table 5.

Of the 96 individuals traced by some means, specific employment data were obtained for 76 (79 per cent). Of these, 64 (84 per cent) are currently employed in counselling or counselling-related positions. Of these 64, 54 (84 per cent) hold social counsellor or educational counsellor positions and 10 (16 per cent) hold other positions in which their Native counsellor training can be assumed to be relevant (e.g., court worker, teacher's aid, Native friendship centre worker). Of the 21 persons traced but for whom specific employment information was not available, it can be assumed that a substantial proportion were employed in counselling positions since their addresses were obtained from sources such as the membership list of the Ontario Native Counsellor Association. Of those respondents for whom employment data were available, but who were not employed in counselling positions, the majority were in administrative positions or were enrolled in degree-granting institutions.

TABLE 5
CURRENT COUNSELLING EMPLOYMENT OF NCTP PARTICIPANTS
BY YEAR OF GRADUATION

Year	No. of Grads	Traced	Empl. Data Provided	Currently in Counselling	Social or Educational	Other Counselling
1978	7	5	4	4	4	-
1979	19	17	12	9	7	2
1980	13	6	5	5	4	1
1981	6	5	5	5	4	1
1982	8	5	5	4	4	-
1983	7	7	4	4	4	-
1984	16	11	7	5	4	1
1984II	22	19	16	13	11	2
1984I	36	21	18	15	12	3
TOTAL	134	96	76	64	54	10

Of the 42 questionnaire and interview respondents, detailed data on current employment were obtained from 32. Of these, 21 (66 per cent) were currently employed in counselling positions. Four (13 per cent) were employed in administrative positions involving education or counselling (e.g. training consultant, head of guidance, director of postsecondary education), and two were employed in administrative positions not directly related to education or counselling. One was employed as a court worker with adults. One was a full-time graduate student in business administration, and one was a teacher. Only two were unemployed or employed in unskilled labour positions at the time of the study.

Of the 19 questionnaire respondents, 17 (89 per cent) had been employed at the time of their first enrolment in the NCTP and 2 (11 per cent) had not been employed at that time. One of the latter, however, was sponsored by her future employer. Enrolment in the NCTP was initiated by the employers (the band) in 9 cases (47 per cent) and by the individuals in 9 cases (47 per cent). One enrolment was initiated by a Métis organization worker, and two persons who had initiated their own enrolment also mentioned people from DIAND and the Ministry of Education who had influenced their decision.

Analysis of the employment history of the 42 questionnaire and interview respondents indicated that 27 (64 per cent) had held native counselling jobs following their first year of enrolment in the NCTP; 5 (12 per cent) had obtained their first Native counselling job following their first year of enrolment in the NCTP; 4 (10 per cent) were employed in positions only indirectly related to the goals of the NCTP, and one was apparently never employed in a position that used the Native counselling skill and knowledge derived from the program.

Contribution to General Employment Effectiveness

Evaluative data regarding the specific relevance of the program to the work of the participants were obtained from responses to several items on two Likert-type scales included in the questionnaire and from four open-ended questions included in the interview schedule (Nos. 6, 8, 27, 28). Responses to the relevant objective scale items are summarized in Table 6.

It can be seen from Table 6 that a large majority of respondents reported that their participation in the NCTP had been at least somewhat helpful in the various aspects of job performance and satisfaction dealt with in the items. There were minor differences in the degree to which the program was considered helpful in different areas of competence. The work-related areas to which the program was reported to contribute least (lowest mean scores) were increased effectiveness with superiors and colleagues, improved job opportunities, and increased competence in testing. The areas in which the program was reported as having contributed most were increased competence as a counsellor, increased effectiveness with families and individuals with special needs, increased job satisfaction, usefulness of counselling skills in the job, and increased effectiveness in work with the community.

Further information regarding the usefulness of specific skills and knowledge included in the NCTP curriculum is provided in Table 7. The large numbers in the "No Response" category for some items represent, at least in part, tasks that were not applicable to the individual respondent's job.

TABLE 6

CONTRIBUTION OF NCTP TO GENERAL WORK EFFECTIVENESS

Item	Mean	NR	Not at all	Some-what	Quite a bit	A Great deal
a) Counselling skills helped in job	2.67	1 (5%)	2 (11%)	4 (21%)	6 (32%)	6 (32%)
b) Increased effectiveness of work in the community	2.67	1 (5%)	3 (16%)	5 (26%)	5 (26%)	5 (26%)
c) Increased effectiveness with superiors and colleagues	2.22	1 (5%)	5 (26%)	6 (32%)	5 (26%)	2 (11%)
e) Improved job opportunities	2.28	1 (5%)	6 (32%)	4 (21%)	5 (26%)	3 (16%)
i) More satisfaction with job performance	2.72	1 (5%)	3 (16%)	4 (21%)	6 (32%)	5 (26%)
j) More effective with special needs	2.78	-	3 (16%)	5 (26%)	4 (21%)	7 (37%)
k) More effective in school/ agency liaison	2.55	1 (5%)	5 (26%)	3 (16%)	5 (26%)	5 (26%)
l) More competent counsellor	2.78	1 (5%)	3 (16%)	5 (26%)	3 (16%)	7 (37%)
m) More competent in testing	2.31	3 (16%)	4 (21%)	5 (26%)	5 (26%)	2 (11%)

TABLE 7

CONTRIBUTION OF NCTP TO EFFECTIVENESS IN SPECIFIC WORK-RELATED TASKS AND SKILLS

	Task or Skill	NR	Very Helpful	Somewhat Helpful	Slightly Helpful	Not at all Helpful	Mean*
a)	Liaison between parents and boarding students	9 (47%)	4 (21%)	4 (21%)	1 (5%)	1 (5%)	3.2
b)	Liaison between school and boarding students	9 (47%)	3 (16%)	4 (21%)	1 (5%)	2 (11%)	2.8
c)	Liaison between school and parents of boarding students	9 (47%)	3 (16%)	3 (16%)	1 (5%)	3 (16%)	2.6
d)	Liaison between providers of boarding homes and boarding students	11 (58%)	2 (11%)	3 (16%)	1 (5%)	2 (11%)	2.6
e)	Relationships with social agencies	2 (11%)	9 (47%)	3 (16%)	2 (11%)	3 (16%)	3.1
f)	Providing info. to school committees, councils, etc.	3 (16%)	8 (42%)	4 (21%)	3 (16%)	1 (5%)	3.2
g)	Providing advice to school committees, school boards, band councils, or other organizations	5 (26%)	6 (32%)	2 (11%)	3 (16%)	3 (16%)	2.8
h)	Liaison with school boards in Ont. Public and Sep. School Systems	8 (42%)	3 (16%)	2 (11%)	2 (11%)	4 (21%)	2.4
i)	Liaison with colleges and universities	5 (26%)	3 (16%)	4 (21%)	1 (5%)	6 (32%)	2.3
j)	Having an impact as change agent	6 (32%)	3 (16%)	3 (16%)	4 (21%)	3 (16%)	2.5
k)	Participation as community leader	4 (21%)	5 (26%)	6 (32%)	3 (16%)	1 (5%)	3.0

TABLE 7 (cont'd)

Item	Mean	NR	Not at all	Some-what	Quite a bit	A Great deal
l) Self-evaluation of own effectiveness	4 (21%)	7 (37%)	3 (16%)	4 (21%)	1 (5%)	3.1
m) Administrative skills (reporting, etc.)	4 (21%)	3 (16%)	6 (32%)	1 (5%)	5 (26%)	2.5
n) Org. ability and planning skills	4 (21%)	4 (21%)	3 (16%)	4 (21%)	4 (21%)	2.5
o) One-to-one counselling skills	3 (16%)	9 (47%)	5 (26%)	1 (5%)	1 (5%)	3.4
p) Time management and personal organ.	4 (21%)	4 (21%)	3 (16%)	3 (16%)	5 (26%)	2.6
q) Relationships with employer	5 (26%)	4 (21%)	6 (32%)	3 (16%)	1 (5%)	2.9
r) Professional reading	5 (26%)	4 (21%)	5 (26%)	2 (11%)	3 (16%)	3.0
s) Understanding and interpreting Min. of Ed. guidelines and requirements	3 (16%)	3 (16%)	3 (16%)	4 (21%)	6 (32%)	2.2
t) Understanding and interpreting DIAND guidelines and requirements	4 (21%)	4 (21%)	6 (32%)	2 (11%)	3 (16%)	3.0

* Mean scores derived from actual number of responses for each item, excluding non-responses.

As can be seen from Table 7, the program was considered particularly helpful in increasing participants' effectiveness in liaison between parents and boarding students; relationships with social agencies; providing information to school committees, school boards, band councils, and other organizations; participation as a community leader; self-assessment of effectiveness, efficiency and impact; one-to-one counselling skills; professional reading; and understanding and interpreting DIAND guidelines and requirements. The program was considered least helpful in increasing participants' effectiveness in liaison with school boards, liaison with colleges and universities, having an impact as a change agent, administrative skills (reporting, etc.), organizational ability and planning skills, and understanding and interpreting Ministry of Education guidelines and requirements.

Qualitative Contribution to Work or Community Performance

A slightly different emphasis was evident in the responses to open-ended interview questions regarding the strengths and weaknesses of the program in relation to work and/or

community situation, and other comments scattered throughout interview responses. Respondents tended to say which aspects of the program had been most helpful and how the program could meet their work or community-related needs even more effectively. Open-ended responses that indicated that the program would be improved by more of some element do not necessarily mean that that thing was lacking in the program. In fact, a substantial number of respondents said they would like to see more of the things they had found most useful. For example, several said that learning about tests and measurement had been helpful but not enough time was given to it to enable them to understand it fully and they would like more opportunity to apply testing theory.

Qualitative responses were, again, identified, reviewed for common content and themes, and analysed according to the apparent meaning of the clusters identified. One hundred and seventy statements concerned with the strengths and weaknesses of the program's contribution to work or community performance were analysed, and five categories were identified: counselling skills, specific skills or knowledge, professional practice, working with the community, and miscellaneous.

Counselling Skills

The interview and open-ended responses appear to indicate that, with regard to usefulness in work and the community, the various aspects of counselling theory and practice were by far the most valuable to participants. In all, various aspects of counselling skills and knowledge were mentioned sixty-seven times. Twenty-six independent statements said that an aspect of the counselling learning had been particularly useful or well done. Forty independent statements referred to a need for more attention within the program to some aspect of counselling skill or theory. (One statement was made that one particular aspect of counselling theory should be omitted.) Many of these said that they would like to see even more attention to the learning approaches they had found most useful (such as taping, role playing, and group counselling), or that they would like an expanded treatment of certain counselling topics that were apparently introduced in the program but were not dealt with in sufficient breadth or depth to satisfy these participants. On the other hand, some areas of counselling training were described fairly consistently as necessary in the work situation and not adequately covered in the NCTP experience. Examples are counselling families, counselling parents, counselling children in schools (elementary and secondary), and attendance counselling.

Table 8 summarizes the open-ended responses that mentioned counselling skills or knowledge as particularly relevant to the work or community roles of the participants.

It is evident from the large proportion of open-ended responses that concentrated on the importance of counselling theory and skills to the respondents' work or community situation that this topic was considered necessary and important by most participants. Overall, they indicate a high level of satisfaction with the counselling training provided by the NCTP and with its usefulness in their work and community situations. The number of statements is, at best, a weak indicator of the value placed on this learning by participants. Interview responses almost

universally reflected a strong appreciation for the quality of the one-to-one counselling training in the program, particularly the experiential aspects (practice counselling, taping, role playing). The few individuals who reported dissatisfaction with the counselling training were primarily concerned about its "basic" nature: they wanted a more Native emphasis in counselling skills, greater skill development in more complex counselling approaches (family, peer, conflict resolution), greater depth of theory, or more specific application to school-based work situations. These concerns apparently derive from the wide variety of work and community situations represented in the study population. For example, a participant who is working in an urban secondary school expressed a need for greater attention to counselling children in school; several participants from remote northern communities expressed the need for more training in how to counsel parents in order to help change their attitudes towards the children's education.

TABLE 8
USEFULNESS IN WORK OR COMMUNITY SITUATIONS
OF VARIOUS COUNSELLING SKILLS AND KNOWLEDGE,
FROM OPEN-ENDED RESPONSES

Counselling Skill or Theory	Particularly Useful	More Needed	Less Needed
General (particularly taping, role play, application)	13	15	0
Individual	2	0	0
Group	2	3	1
Family counselling	0	5	0
Counselling of parents	2	5	0
Elementary school counselling	2	4	0
Related to school situation	0	4	0
Attendance and drop-out counselling	0	2	0
Post-secondary	2	1	0
Peer counselling	2	1	0
Crisis counselling	1	0	0
Total number of statements	26	40	1

Specific Skills and Knowledge

The next most frequently mentioned category of responses regarding the strengths and

weaknesses of the program in relation to participants' work or community situations is a composite of specific types of skill or knowledge. Within the group, fourteen independent statements commented on the usefulness of particular skills or knowledge gained in the program, twenty-five commented on particular skills or knowledge needed in the work situation and either not covered or only partially covered in the program, and one commented on an area of knowledge that should be eliminated from the program. These statements are summarized in Table 9.

Within this category, there were four specific types of content or skills that were covered in the program and received relatively balanced proportions of comments regarding their usefulness and need for more attention within the program. As in the counselling statements, comments indicating that more of a topic was needed frequently reflected the usefulness of a particular topic and an additional desire for greater or different emphasis on that topic. For example, in the area of tests and measurement, several comments said that the testing topic was useful but that more time should be allocated to it to provide for greater understanding; others said that the tests covered were not used in their particular area (the north) and the tests used in the north should be included.

TABLE 9

USEFULNESS IN WORK OR COMMUNITY SITUATIONS OF VARIOUS SKILLS OR TYPES OF KNOWLEDGE, FROM OPEN-ENDED RESPONSES

Skill or Knowledge	Particularly Useful	More Needed	Less Needed
Tests and measurement	4	7	0
Education system of Ontario (incl. funding, Education Act, curriculum, course selection options)	3	5	1
Computer	2	3	0
Drug and alcohol abuse	3	1	0
Adolescent development	0	4	0
Career information	1	2	0
Drop-out prevention	0	1	0
Suicide prevention	0	1	0
Child abuse/sexual abuse	0	1	0
Clients with special needs	1	0	0
Total	14	25	1

Professional Practice

The category of open-ended comments regarding work-related usefulness that received the next-largest number of responses was termed "professional practice" and included comments dealing with various matters of practice, administration, and supervision. The discrepancy between the degree to which the program was described as useful, as opposed to needing more attention, was greatest for this category; five statements referred to the usefulness of aspects covered in the program, and twenty-four statements indicated that more attention to these topics was needed. (See Table 10.)

TABLE 10
USEFULNESS IN WORK OR COMMUNITY SITUATIONS
OF PROFESSIONAL PRACTICE, FROM OPEN-ENDED RESPONSES

Professional Practice	Particularly Useful	More Needed
Staff development planning and facilitation	1	4
Stress/burnout; understanding and management	0	4
Use of NCTP contacts for networking and peer supervision	3	1
Office practice, time management, co-ordination	0	3
Problem-solving, determining priorities	0	3
Professional reading	0	3
Reporting	1	2
Case management/administration	0	2
Interviewing	0	1
Facilitating self-directed learning -- individualizing with able students	0	1
Total	5	24

In this category, the one issue that respondents found particularly useful in their work was the development of contacts for peer supervision and networking. The remaining statements appeared to reflect a major work-related concern, i.e., the personal, office, and professional management of the counsellor's job. These respondents were expressing the desire to perform their jobs as Native counsellors with professionalism. They felt a need for additional knowledge of time management, case management, staff development planning and facilitation, reporting, professional reading, and stress management for themselves and others if they were to perform their jobs effectively.

Working with the Community

A number of open-ended responses regarding the work and community usefulness of the program dealt specifically with "working with the community". In this category there were twelve statements expressing the usefulness of specific topics, thirteen expressing a need for more attention to specific areas, and one statement suggesting less attention. The statements included in the "more needed" column of this category are, again, largely representative of areas covered within the program and considered useful at work and in the community but to which even more attention is wanted. (See Table 11.) The relatively even balance of "useful" and "more needed" statements in this category and the infrequency of mention of areas not covered within the program suggest that in the area of working with the community the program was particularly relevant to the work of some participants. The number of statements included under cultural or Native awareness probably underrepresents this issue since statements indicating a desire for more Native staff were not included within this tabulation.

TABLE 11
USEFULNESS IN WORK OR COMMUNITY SITUATIONS OF TRAINING IN WORKING WITH THE COMMUNITY, FROM OPEN-ENDED RESPONSES

Working with the Community	Particularly Useful	More Needed	Less Needed
Exposure to agencies and resources	5	2	0
Cultural (Native) awareness	2	3	0
Working with band council	2	2	1
Public speaking	1	3	0
Leadership skills (meetings, etc.)	2	1	0
Attention to adult members of community	0	1	0
Orientation for students leaving reserve	0	1	0
Total	12	13	1

Miscellaneous

Two additional matters were mentioned but did not fall logically into the foregoing categorization. Five participants thought the program would have been more useful to them in their work or community if more evaluation of their performance had been included. These comments appear to relate more to the learning methods used in the NCTP than to the content. However, some participants did seem to feel that greater rigour of evaluation within the training program would contribute to the overall value of the program as a legitimate certifica-

tion and, therefore, to its usefulness in the work situation. The participants who mentioned a need for more rigorous evaluation all had previous college experience.

Three individuals mentioned self-awareness or self-actualization as particularly useful in their work or community roles: two praised the programs' contribution and one thought that more attention was needed in this area.

Summary

In all, 170 statements regarding the program's usefulness in the work or community situation were identified and categorized. Fifty-nine of these were unreservedly favourable. One hundred and eight said that more attention should be given to specific matters. Three statements suggested that certain topics were distinctly not useful.

Of the 170 statements, 67 (39 per cent) were in the category of "counselling skills and knowledge," 40 (23 per cent) were in the category of "skills or knowledge," 29 (17 per cent) were in the category of "professional practice", 26 (15 per cent) were in the category of "working with the community," and 8 (5 per cent) were in a miscellaneous category. In general, satisfaction with the usefulness of the program in the work situation was high with regard to "counselling skills and working with the community" whereas the program was seen as lacking relevance, to a certain extent, in specific skills and substantially in professional practice learning.

Contribution of Participation in the NCTP to Candidates' Coummunity Leadership and Personal Development

In designing the study, the investigators considered two ways in which the program might make a contribution in participants' lives independently of its contribution to their employment effectiveness. One of these was referred to in the second objective of the study, i.e., to assess the contribution of participation in the program to candidates' community leadership role and effectiveness. The second was derived, in part, from the program goals and was to examine the possible contribution of the program to the participants' personal growth. While we recognized that the main purpose of the program is to provide a worthwhile educational experience for a particular category of employment, it also seemed essential to explore whether it was believed that the program had made significant contributions to the quality or quantity of a participant's contribution to the Native community in non-vocational areas. The questionnaire and interviews therefore included specific questions about these matters.

Four objective items that dealt with these topics were included in the participant questionnaire; the questionnaire also included questions about participants' educational and voluntary activities and their opinions as to whether participation in the NCTP had influenced these aspects of their lives. The interview schedule contained two open-ended questions about

how the NCTP had influenced the participants in their personal lives; examples of personal growth and community leadership roles were also included in the responses to several other open-ended questions asking about the value of the program. Responses dealing with one or another of these areas tended to include both - essentially equating growth in personal leadership qualities with changes in personal awareness, self-confidence, awareness of others, and so on. It is therefore difficult, and probably inappropriate, to analyse them separately.

The four Likert-type items reflected a generally beneficial contribution of participation in the program to personal and professional development (see Table 12).

TABLE 12
CONTRIBUTION OF PARTICIPATION IN NCTP TO
PERSONAL AND PROFESSIONAL DEVELOPMENT

Item	Mean	NR	Not at all	Somewhat	Quite a bit	A Great deal
I changed my attitude about higher education through being in the NCTP.	2.39	1 (5%)	6 (32%)	5 (26%)	1 (5%)	6 (32%)
I am more effective in my personal life as a result of my learning in the NCTP.	2.72	1 (5%)	3 (16%)	4 (21%)	6 (32%)	5 (26%)
I am more concerned with my own professional development since participating in the NCTP.	3.16	0	1 (5%)	4 (21%)	5 (26%)	9 (47%)
I am more likely to encourage others to seek higher levels of training as a result of my participation in the NCTP.	2.74	0	5 (26%)	2 (11%)	5 (26%)	7 (37%)

Participants reported substantial gains on three of these items: effectiveness in personal life, concern with own professional development, and likelihood of encouraging others to seek further training as a result of participating in the NCTP. The fourth item, changes in one's own attitude toward higher education, received substantially weaker agreement. It is clear, from comments and other contextual data, that the respondents' attitudes toward higher education were largely positive before their participation in the NCTP. It is therefore to be expected that fewer respondents would report high degrees of change as a result of participating in the NCTP.

Further information regarding the influence of the program on participants' personal aspirations and leadership activities was obtained from questions that asked whether

participation had influenced their academic pursuits and their voluntary or community activities. Fifteen (79 per cent) of the nineteen questionnaire respondents said the program had influenced them to pursue further academic or professional learning. The type of influence reported varied, but it included direct encouragement to engage in formal degree programs, incentive to learn more about Native culture and background, increased acceptance of education in general, increased awareness of personal learning needs, and increased incentive to involve educational institutions in providing services to the reserve community. The following are examples of actual statements of individual respondents:

> [Encouraged me to] "continue towards obtaining B.A.."
>
> "Created more of an awareness of my Indian identity - pursued more Native-oriented workshops/lectures etc."
>
> "It made me realize that education is a going thing - took a course in Human Relations."
>
> "I was able to learn from other counsellors the benefits of other counselling methods (and intend to learn more about these in future)."
>
> [Encouraged me] "to get in touch with [local CAAT] to teach courses on the Reserve."

Participation in the NCTP was generally not seen as having a significant influence on participants' involvement in voluntary or community activities. Most reported substantial volunteer and community involvement beyond their work roles. However, most (12, or 63 per cent) indicated that their voluntary activities were not influenced by their NCTP experiences. One person explicitly stated that it was her involvement in voluntary activities that had been an incentive to become involved in the NCTP. Of the five (26 per cent) who said that their NCTP experience had influenced their volunteer and community roles, all said that they had used either the confidence or the skills gained through NCTP in their volunteer and community activities. Responses to this item included the following:

> "As chairman (of a committee) it helped by being a good listener which allowed me to look at both sides of a proposed idea before making a decision."
>
> "Living ... on a reserve and being white, I felt unsure of myself going to the NCTP and working with all of those people ... taught me I had a lot of expertise I could share."

On the basis of the responses to the questionnaire items dealing with the contribution of the NCTP to candidates' personal growth and community leadership, it is clear that participation in the NCTP does contribute positively to:

1. candidates' personal commitment to continuing their own education and learning both personally and professionally;

2. candidates encouraging others to pursue higher levels of training;

3. for some, greater confidence and skill in community and volunteer leadership activities.

Data from the open-ended interviews confirm and elaborate upon these findings, although the emphasis is somewhat different when respondents are given a broader range of options. All twenty-seven interview respondents answered these interview questions: "How has going through the program contributed to your own development as a person?" and "How do you express that development in your life and community?" Thirteen said they had gained in self-confidence and in the ability to express themselves in public and to function more effectively as leaders in group situations. Nine said they were now on their band council or more active in other community governance committees. Five said they had taken additional courses or had become more active in providing educational opportunities for others. Nine stated that their acceptance of others, empathy, and problem-solving ability with others had been broadened substantially by participating in the program. Nine also said that they had gained in self-awareness, while three specifically mentioned ways in which they had been more able to take personal risks as a result of gaining a sense of personal strength by participating in the program. Improvements in parenting skills and relationships with family, friends, and children were mentioned by six individuals. Two mentioned that they had become more aware of and willing to use resources available to them in their own communities, and one said that her awareness of and pride in being Native had increased as a result of being in the program. Three people also mentioned that their personal lives had been affected by an awareness that their peers perceived them differently and that they had to be careful not to be considered aloof in order to maintain peer relationships within the community.

While the spontaneous responses to the interview questions regarding personal-life changes resulting from participation in the program are by no means identical with the more objective questionnaire responses, it is clear from these data that self-confidence, self-awareness, and community leadership were all substantially enhanced through participation in the NCTP. The interview respondents reported extensive community, political, and volunteer involvement, as do the questionnaire respondents. They also reported that the program has helped them considerably to be more effective in these and other roles. For some, the NCTP experience had been extremely significant as a personal-change experience - one respondent called it "a life-changing experience," and others indicated that they had changed quite radically as a result of their NCTP experience. For others it had been a significant influence in learning to behave differently in their families. Some flavour of these changes may be obtained from a selection of responses paraphrased below.

> "Developed [me] as a whole person; showed ways to experiment, brought out hidden qualities and [as a result] I have arranged workshops and taken charge as a leader."
>
> "Better parenting skills, helping skills with family and friends."
>
> "Something is working right, because my life is working now."

"Life change experience - gained enough strength to refuse abuse in my personal life."

"Gave me a sense of what I wanted to do and carved it in stone."

"Helped me with my own kids - how to talk to them, developmental knowledge, parenting skills."

"Before I didn't care what happened to other people. Now I tend to show interest in others in many areas - health, etc., I've become a good samaritan."

"I've learned to listen to everybody."

"I ... was not very happy. I have learned to make decisions with reasoning and being myself - I know what I want - know how to make changes."

Of the twenty-seven interview respondents, only three indicated that the NCTP had not influenced their personal lives.

An adequate understanding of the contribution of the NCTP to Native counselling and to the Native community must include attention to these personal changes. The original goals of the program specifically designated personal growth as one goal. The situation in which these counsellors work is distinct from the situation of the average social service worker in that Native counsellors, for the most part, work within a relatively intimate community network as opposed to the "arms-length" relationship that most non-Native counsellors are assumed to have with their clients. In this context, the Native counsellors function as role models to a much greater degree than the average non-Native counsellor. The personal awareness, confidence, values, and skills of Native counsellors are therefore an even more integral part of their ability to perform their counselling functions effectively than they would be for most counsellors. Participation in the NCTP clearly did contribute to these respondents' personal development by enhancing their ability to function effectively in their personal and community lives and, hence, to serve as more effective role models within their Native communities.

Effectiveness of Relationships Among Students and Staff

Respondents' opinions of the contribution of relationships among students and staff to the overall experience within the program were analysed to provide a basis for assessing the effectiveness of student-student and student-staff relationships.

Student-Student Relationships

As has already been noted, relationships with other students were mentioned spontaneously by a large proportion of the respondents as one of the most meaningful aspects of the program. Responses to a specific item dealing with the nature of relationships among students confirm and elaborate upon the importance of this aspect of the program to many students. Participants were asked to describe relationships among students within the program, how these relationships contributed to their experience, and how they might have been more helpful.

Of the interview respondents, all but seven described relationships among students as generally good. Seven qualified their general satisfaction with the observation that the existence of subgroups within the total group limited the opportunities to gain as much from other students as they would have liked. In particular, several commented that northern students tended to group together and that this limited all the students' opportunities to learn from one another. Others observed that students tended to group together by year of involvement (Part I, II, or III) and that contact with Part III students was minimal. Some graduates also noted (in their answers to other questions) that contact among students within the Part III group was limited and less satisfactory than relationships in the other two years.

Participants described a variety of ways in which relationships with other students had contributed to their learning. Four major themes were identified:

1. Interaction with other students increased the participants' awareness and understanding of the variety and nature of Native individuals, viewpoints, living conditions, ways of doing things, languages, and skills.

2. Interactions with other students were a major contribution to participants' learning in the more structured aspects of the program in that they received help with projects and assignments, emotional support and acceptance when experiencing difficulties, feedback from peers, and opportunities to practice skills being learned in class within the safety of peer relationships.

3. Student relationships provided opportunities to share common concerns and differences in experience. This mutual sharing and valuing of experience enabled participants to broaden their viewpoints and validate experience (their own and others) as a meaningful source of information and learning, and helped develop confidence and a sense of support among participants.

4. Student relationships helped individual participants overcome feelings of isolation and inadequacy, thereby enabling those individuals to participate more actively and productively in the total NCTP learning experience.

Participants had few suggestions as to how student relationships might be made even more helpful in the program. In general, the suggestions that were made centred on the theme of structuring informal relationships among students to ensure maximization of the benefits already described. For example:

> "Set up one night a week to discuss any problems that may exist in the group so that they can be dealt with as a concerned group of people."
>
> "Have a structured time for sharing concerns with other students, as opposed to evenings or coffee breaks."

"Visits to the various communities - some traditional eating and dancing."

"Exchange ideas and approaches to dealing with ... " [several topics mentioned by different respondents, including rural/urban social development, public speaking, common problems with teenagers].

Taken in conjunction with the responses that identify relationships with other students as one of the most meaningful aspects of the program, these descriptions of how student relationships helped the participants to learn appear to support the importance of the mixing of northern and southern Native counsellors. It was expressly this exposure to the variety of "Native" conditions and experience (when this occurs in the confines of a residential learning environment in which mutual respect and support exist) that the participants saw as a basis for broadening their perspective, developing greater acceptance and more effective performance of certain parts of the social counsellor job, developing peer support and supervision networks after the program was over, and increasing personal confidence and esteem as Natives and counsellors. When concerns about the nature of student relationships were expressed by participants, they tended to be directed toward reducing the separation between subgroups (north-south, year in program, age, etc.). While students were aware of the variation in background and academic preparation of participants drawn from different locations, they seemed, on balance, to value the exposure to these differences and recognize their contribution to their learning.

Staff-Student Relationships

Information regarding perceptions of staff-student relationships was obtained from program participants and from staff members. Participants who were interviewed were asked five questions regarding relationships between staff and students:

I-13. What were relationships between staff and students like?

I-14. What would you say now were the strong points of the relationships between students and staff while you were in the program?

I-15. What would you say now were the weak points of the relationships between students and staff while you were in the program?

I-16. Were there any individual staff members who were particularly helpful in your experience? If so, what was it about them that made the difference?

I-17. Was there anything about the way staff related to students you think might have been changed to make the program more effective?

Participants who responded to the questionnaire were asked to answer two questions specifically dealing with staff-student relationships:

Q-14. In what ways were staff members most helpful?

Q-15. How could staff have been more helpful?

Responses to each of these seven questions were listed and examined for common themes as well as for specific satisfactions and dissatisfactions. Responses to questions I-14 and Q-14 were combined for this purpose since they elicited very similar types of comments. Responses to questions I-17 and Q-15 were also combined for the same reason.

With rare exceptions the participants were highly satisfied with the relationships between themselves and the staff. Of the twenty-seven interview respondents, only two expressed generally negative feelings about staff-student relationships and three expressed relatively neutral feelings ("O.K.," or "all right"). The remainder all praised the staff-student relationships, many with superlatives ("excellent!", "really good!", "wonderful").

The strongest theme that emerged from the description of the strengths of staff-student relationships was an appreciation of the availability of the staff to students, for anything, at any time, and with acceptance and support. Staff members' personal openness, willingness to share knowledge and advice, commitment, honesty, and respect for students were all considered significant strengths and valued highly by participants. Staff members' participation in social activities and the fact that they lived in proximity to the students were seen as contributing substantially to the quality of the staff-student relationships. Participants also observed that the staff worked well together.

On the other hand, participants did identify some weaknesses in staff-student relationships. Five respondents thought that some staff members lacked awareness of the needs of the Native community, the reserve, and Native individuals and needed to be more skilled at relating course material to the Native or reserve situation. Two mentioned boring or "dry" teaching techniques, and two mentioned an aloof or authoritarian attitude on one staff member's part as a weakness. A few respondents mentioned that they had disliked or been dissatisfied with individual staff members, but most of these problems were said to have corrected themselves through attention to the problem or through staff changes.

Consistent with the generally high level of satisfaction with staff-student relationships, participants had few suggestions for how these relationships might be improved. The only suggestion made by a number of individuals clustered around the issue of Native awareness and included several suggestions for more Native staff, more Native orientation for non-Native staff, and greater attention to the applicability of courses to Reserve and work situations. A few participants suggested other ways staff-student relationships might be improved, e.g., by socializing more, socializing less, treating students like adults, providing clearer course outlines with assignments and deadlines at the beginning of the courses, and covering Ministry of Education by-laws and the Education Act more thoroughly. These comments appear to reflect individual needs or opinions rather than areas of even minority group concern.

Staff respondents agreed that staff-student relationships were generally good. They said that, in general, relationships between staff and students were non-authoritarian and friendly and were facilitated by the social interactions (through activities and living in the same area). Where problems were perceived they were attributed to the wide range of student backgrounds within the group and to students' initial reluctance to trust the staff (which is reported to have been overcome by the end of the first year). Some negative attitudes towards white staff were perceived, but these appear to be attributable to individual students. A distinct Native/non-Native split was reported to exist during the first year the program was offered. This attitude was said to have been dispelled when the program awarded the promised certificates. Nevertheless, the issues of the wide variety of social and cultural backgrounds of students and Native distrust of non-Native staff are consistent with the major concerns expressed by participants - i.e., a need for new staff members to be more familiar with the range and reality of Native community situations and a desire for more Native staff members.

In summary, both staff and students reported generally high levels of satisfaction with staff-student relationships in the program. Staff-student relationships were described by both groups as open, personal, available, socially as well as academically based, trusting, and as contributing a great deal to the overall success of individual students and the program as a whole. Within this highly positive context, there was a concern expressed that some staff needed to have more awareness of Native conditions and background and that more Native staff would be beneficial to the program.

Qualifications of Teaching Staff

Staff members were asked to describe their academic, professional, and personal qualifications at the time of their involvement with the NCTP. These three kinds of qualifications were included in an attempt to identify the range of personal as well as professional attributes that the staff members believed they brought to the unique NCTP staff situation.

Of the ten staff members who provided the information, one had completed less than high school, five had bachelor's degrees (2 B.A. and B.Ed., 1 B.A. and B.SW.), three had master's degrees in education and one had a Ph.D. Thus the median formal education level was a bachelor's degree plus additional academic qualifications in education or social work. One staff member had a degree in Native studies. None of the others reported any specific academic background in Native culture.

Professional qualifications were somewhat more difficult to categorize than academic qualifications. Several of the staff who were professional educators in their full-time jobs reported holding a number of specialist certificates, and some reported having been involved in their full-time positions with Native students and/or social counsellors. Those staff whose professional background was in social work also reported previous professional contact with Native persons and/or organizations. One staff member reported extremely extensive involvement

in non-formal education as a consumer and provider as a major basis of professional qualification.

Individual staff members reported a range of personal qualifications that they felt they had brought to the task of being NCTP staff members. It must be noted here that these were self-perceptions expressed after the experience and the recollections may be biased in favour of the personal attributes the individual staff member experienced as most valued in the situation. Two of the staff respondents were, themselves, Native, although neither specifically mentioned this as an attribute they had brought to the program. Most staff members mentioned their personal attitude as an important characteristic that they had brought to their staff role:

> "Had been taught by and learned with many Native people."
>
> "I wanted to."
>
> "I was idealistic and keen. I sincerely believed in the need for the program."
>
> "Acceptance; appreciation of Native students for what they have to offer."

On the other hand, when asked about personal qualifications, a small number mentioned only their professional background and others included their experience with Natives. Thus it appears that most staff brought a high degree of personal interest, some experience and success in working with Natives, and specific professional skills to the NCTP staff role. Others had less experience in working with Natives but saw themselves as generally caring and concerned professionals, and an even smaller number brought a rich non-formal educational background coupled with intimate involvement with Natives and Native community issues and, presumably, highly enthusiastic and supportive attitudes.

All but one staff respondent said that, in spite of some difficulties, they had been personally able to adjust their specialized knowledge and skill to meet the needs of students in the program. The difficulties experienced included:

- in the first year, students not talking at all in class;
- students' apprehensions regarding relating to others and learning from each other;
- wide variation in students' background (academic and cultural, northern or southern);
- difficulties communicating with some students who, it was felt, were unhappy being in the program.

Staff members commented that they had, generally, been able to overcome most of their difficulties with:

- sensitivity to individual needs;
- small group participation and interaction;

- modelling and personal example;
- personality - flexibility in adjusting program to students' needs;
- comments from former students.

It appears, from these responses, that most staff members had some difficulty adapting their particular knowledge and skills to the NCTP student group but that most felt they had used themselves and appropriate learning approaches to overcome these difficulties successfully. One staff member felt he had been successful with only some of the NCTP students, and one other felt he had tended to "hit the middle" and had been unable to completely meet the needs of the least prepared and most prepared students. Two underlying themes regarding the difficulties experienced by staff were the wide variation in learning needs and background within the student group and the need to overcome the students' reticence and apprehensiveness.

IV: DISCUSSION AND CONCLUSIONS

The foregoing section summarized the results of the major components of the data collected through questionnaires and interviews. In this section these results are discussed in relation to the two broad objectives of the study: (1) to assess the effectiveness of the NCTP in terms of its stated goals, and (2) to assess the relations between the operational contexts in which graduates work and their use of the counsellor training. Conclusions are drawn regarding each of those objectives. While the results summarized in the foregoing sections form the primary basis for the present section, the investigators' impressions, gained through interviews, visits to communities in which social counsellors function, participation in the Ontario Native Counsellor Association conference held in Toronto in April 1985, and informal discussions with respondents and others associated with them are also taken into account. The data collection instruments could elicit information only about pre-defined subjects: the interactive data collection process engaged in by the investigators allowed us to gain further information and insight about unforseen problems, issues, and strengths of the program. In this section we include such information and insight because we believe they add considerably to the depth and meaning of the other findings.

In addition to the data collected and impressions gained from this study, we used information based on the Review of Native Counselling Services in Ontario,[2] summaries of discussions of that report, and annual NCTP Principals' Reports to the Ontario Ministry of Education.

Assessment of Effectiveness in Relation to Program Goals

The goals of the Native Counsellor Training Program are:

1. To provide an integrated and developmental series of courses in the essential skills, knowledge and experiences which relate directly to the practice of student counselling;

2. To provide a new avenue of appropriate courses so that the individual needs of Native Social Counsellors will be met realistically;

3. To provide counsellor-trainees with opportunities for personal growth and development through group processes, self-awareness and clarification of values;

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2. Counselling Steering Committee, Report prepared by C. Freewin, A Review of Native Counselling Services in Ontario. Indian and Northern Affairs Canada (Ottawa: Government of Canada, 1983).

4. To provide opportunities for specialization in the techniques and processes of elementary and secondary school counselling;

5. To permit the certification as Native Counsellors, those persons without a basic teacher's certificate who complete the three parts of the program.[3]

Responses related to the assessment of the program in relation to those goals occur throughout the data-collection instruments used for participants and staff. In the following discussion we have attempted to highlight results relevant to each goal. However there is considerable overlapping and the reader is urged to recognize that comments expressed in relation to one goal may also apply to another.

1. Courses Related to Student Counselling

In general, students reported high degrees of satisfaction with the training they received in individual counselling skills and knowledge. Repeatedly, in spontaneous open-ended, directed open-ended, and objective response modes, participants said that the counselling skills component of the program was effective. They comment explicitly on the usefulness of the experiential aspects of this training, i.e., video-taping, practice counselling, feedback they received, and so on, and the value of the Native context, which helped them adapt general skills to specific student counselling situations.

The one part of the program curriculum that received very mixed evaluative comments is the Part III practicum, or field placement. Both the content and structure of Part III were considered to have serious problems by a substantial number of participants. A number reported that they had little advance knowledge of what types of practicum opportunities were available and, therefore, when requesting a placement, were unable to select wisely in relation to their learning needs. There was apparently little advance guidance provided to students regarding the nature of a field learning experience and how to make it most productive. Actual placements were frequently in agencies that had little to do with the tasks or interests of the individual student or with the student's work or community situation. On-site supervision was often reported to be non-existent, contradictory, or inadequate, and program supervision not sufficient. Several participants suggested that it would be advantageous to identify field placement opportunities more similar to reserve conditions, and to consider using placement settings outside the Sudbury area.

On the other hand, it must be emphasized that for many participants the field placement was a highly significant learning experience. These students reported that their placement experience had given them new awareness, opportunities to develop and apply skills in relevant situations, and adequate supervision. The placements that tended to elicit these kinds of

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3. Likers.

statements were those in which the student worked with Native clients and had a clearly defined and active role.

Staff members expressed a number of concerns regarding the effectiveness of the program in meeting the goal of providing an integrated and developmental curriculum. Most acknowledged difficulties in working with students of such widely differing academic and social backgrounds. In general, staff members felt they had been able to adapt their teaching so as to deal with these differences constructively, primarily by using experiential, self-directed, and peer learning approaches. However, two commented that the wide differences result in "losing" students at either end of the academic continuum and one suggested separating northern and southern students for that reason.

Conclusion

The program appears to be successful, in Parts I and II, in providing an integrated and developmental series of courses in the essential skills, knowledge, and experiences that relate directly to the practice of counselling students as individuals. The effectiveness of the third year, Part III, practicum in providing an integrative application experience in student counselling is problematic. For those whose placements are relevant and whose roles are clearly defined, it appears to be extremely effective. For many, however, it fails to provide the integrative and developmental opportunity intended.

2. Courses to Meet Individual Needs of Native Social Counsellors

The range of backgrounds of the students admitted to the program is extreme, and complete accomplishment of this goal would require an equally extreme degree of commitment and skill in designing and facilitating a learning experience appropriate to a widely diverse group of individuals.

This major theme of meeting the individual needs of diverse social counsellors runs through the informal comments regarding the effectiveness of the curriculum; it takes the form of the observation that there are substantial differences between the northern student and the southern student. The issue is, however, much more complex than simply a matter of geographic origin. The participant population represented an extreme diversity on a number of dimensions: educational level (ranging from grade four to honours B.A.), first language spoken, community values and attitude regarding education, social counsellor role in the home community, self-confidence and assertiveness, access to agency and educational resources in the home community, structure of education in the home community, and the primary purpose of the participant in attending the NCTP. Participants and staff both observed that the program had difficulty in responding to student needs at both extremes: e.g., the individual from a remote northern community, with a grade four education, who reports to a band council and counsels elementary school students and their parents in a community where English is not spoken regularly and where the children must leave the reserve to go to high school; and the student

from a southern urban community who attended a community college and is working on a B.A. part time, who is employed by a school board, counsels secondary students in a board-administered high school, and works with parents and the band council on a reserve where English is the first language of all children and where educational and occupational aspirations are high.

It was obvious from the responses received through each form of data collection, from participants and staff, that there was an awareness of this diversity as a problem requiring greater attention. Several respondents suggested that the program be offered in two locations one in the north and one in the south. Others suggested that the location of the program be changed each year. In discussions of this issue during interviews, a few participants made creative suggestions such as having third-year field placements in a greater variety of locations, or having one week of the program held in a remote northern location.

It was also obvious, however, that the great majority of the respondents, while recognizing the problems created by the diversity of students, do not advocate two distinct programs. Several southern participants with some postsecondary education felt that, while it would be more convenient if the program were offered in the south, they would have not have gained nearly so much Native awareness and self-confidence had the two groups been divided. All acknowledged that to move the program to a southern location would reduce the involvement of the northern counsellors, and none saw this as desirable.

The effects of diversity of educational background were spoken to by a number of participants who could have opted out of Part I but had not. They invariably indicated that the NCTP Part I experience had been significantly different from their previous college or university courses because of the attention to Native issues and culture and the opportunity to work with other Native persons. The general and overwhelmingly favourable view of the value of increased Native awareness and expressions of increases in esteem as a Native suggest that the educational and cultural diversity is an asset in the learning experience for a majority of the participants.

The diversity of the students' backgrounds does present problems in defining appropriate means and standards for evaluating the students. Some students were concerned that the Native Counsellor Certificate would not be credible unless evaluation procedures were equivalent to those of other postsecondary credit-granting courses. A few (with previous postsecondary experience) seemed to view experiential learning, in general, as inferior and to believe that the only valid measure of achievement is a written test. In our opinion this view is misplaced in a program for adults that has as one of its major objectives the development of skills. Those who were genuinely concerned with the evaluation problems posed by the student diversity express two concerns: first, that there appeared to be no way to exclude an incompetent student from certification if he or she attended the full program and an occasional participant should not be in a social counsellor position (usually for personal rather than academic reasons); and secondly, it would be very desirable for more academically able students to have some formal means of obtaining college or university credit for completing the program or individual courses

in the program. The need to adapt learning experiences to such a wide range of preparation levels and the lack of rigour in evaluation were seen as barriers to such credit equivalence.

Several solutions to the problems presented by the need for a flexible curriculum and student evaluation were proposed: for example, providing extra-curricular university credit courses at the same time as the NCTP for those wishing to obtain university credit; arranging for students to complete additional assignments and be evaluated in some way that would provide college or university credit for what they learned at NCTP. Participants generally wanted to retain the nature and emphasis of the present curriculum structures and Native learning environment and felt these were unique and significant advantages in the NCTP approach. Those who were concerned with greater mobility and academic qualifications were prepared to extend themselves to learn more if a way could be found to grant academic credit for some or all of the NCTP course work.

The staff considered that they had a great deal of flexibility to design each course, within the broad curriculum guidelines established by the Ministry of Education. Some staff members were satisfied with this arrangement, indicating that it provided the opportunity to design courses for the particular student group. Others experienced a lack of continuity in course content from year to year and desired more information regarding expectations and previous course outlines, particularly in their first year of teaching in the program. Some staff members reported they would like more opportunity to familiarize themselves with the program, other staff members, and the current students' background before beginning the program each year.

Some participants, all with some postsecondary education, said that they would have liked to receive more organized advance information about the course content, assignments, and related reading at the beginning of the summer program.

The staff showed extreme willingness to provide individual support and personal and academic assistance to students in order to help meet each student's individual learning needs. The effectiveness of this commitment is demonstrated in the highly favourable comments made by students about the helpfulness of staff. The introduction of graduates as tutors was also perceived as helping to provide for the individual needs of students, particularly those from the more remote areas.

Conclusion

While there was considerable concern expressed regarding the difficulties of meeting the needs of individual social counsellors in the program, there was general agreement that the diversity of the students' backgrounds provided a significant learning opportunity and that the program was, for the most part, effective in meeting diverse learning needs. The staff was regarded as highly committed and effective in assisting diverse students to achieve their own learning goals and those of the program, and all participants were seen to benefit from the

interactions with other Native students from diverse situations. Some problems resulting from the diversity of academic background and expectations and from differences in social counsellor role in the home community remained unsolved, particularly with regard to student evaluation and accreditation. "Location" was considered to be the criterion symbolizing the extremes of diversity, but participants generally rejected the idea of two separate programs, preferring to struggle with the diversity rather than sacrifice its contribution to their learning.

3. Opportunities for Personal Growth and Development

The general consensus of the data is that the program's greatest contribution to participants beyond meeting their learning needs as counsellors of individual students is in providing opportunities for growth in self-awareness, self-esteem, self-confidence, and Native awareness. This personal growth is attributed primarily to student-student and staff-student relationships, to the Native context of the program, and to the experiential learning techniques and group participation required in the program.

There is some evidence that participation in the program contributes to some participants' aspirations for and participation in further postsecondary education by enhancing their self-confidence and interest in professional achievement. Participants also tend to report that their NCTP experience increased their interest in professional self-development.

Conclusion

The Native Counsellor Training Program is highly effective at providing opportunities for personal growth and development through group processes, self-awareness, and clarification of values. A significant aspect of the program in meeting this goal is its Native focus; the opportunity to meet with other Native participants from a wide range of situations also contributes to the achievement of this goal.

4. Opportunities for Specialization in Techniques and Processes of Elementary and Secondary School Counselling

In spite of the overwhelmingly positive assessment of the counselling skill training provided by the program, participants believed the program could be improved by greater attention to the theory and skills of family, adolescent, group, and peer counselling. Counselling responsibilities in their home communities appeared to influence the types of counselling skills they felt they most need. For example, a counsellor whose major responsibilities were with secondary school students and who reported to a board of education rather than a band council was likely to report a need for greater attention to the techniques of group, peer, and adolescent counselling. Several counsellors from remote places expressed a need for greater attention to skills in working with parents to help change attitudes regarding education.

A very small number of participants reported that much of the program's content was not relevant to them because their duties, as defined by band employers, were limited to administrative tasks.

A number of content areas that have consistently been included in the courses provided in the program were reported to need greater emphasis. In general, tests and measurement are considered important. However, a number of participants felt that the material needed to be covered in more depth to be useful in practice. Some participants felt the course was not relevant to them because their social counsellor duties did not require that they administer tests. Others reported that the specific materials used in the course were not available to them in the areas in which they worked (particularly the north). A number of participants did find the tests and measurements knowledge particularly useful, however, and it appears that this course is valuable for most participants but that there may be a need to provide a somewhat wider range of materials and somewhat more opportunity for individualized learning experience based on the locations and roles of the students.

The computer course was mentioned as particularly valuable by some students, and others expressed an awareness that they need this knowledge for future development even if they did not at present have access to computer facilities. Some early graduates expressed a desire to be able to have a computer course through NCTP as a refresher course. On the other hand, one person had refused to take the computer course, and a few others commented that it had little relevance or usefulness in their situation. Several said that more time was needed to develop sufficient competence with computers to make the course meaningful.

Third-year field placements tended to be considered most useful for participants with secondary school counselling responsibilities since suitable placement opportunities for elementary school counsellors are less available during the summer and in the urban setting of Sudbury.

A number of the specific topics that participants reported were both particularly helpful and that they wanted more of in the program related explicitly to secondary school counselling (e.g., adolescent development, career counselling), and some related specifically to elementary school counselling.

With regard to the availability of resources to meet specific specialized learning needs as well as general curriculum demands, the staff reported they were quite satisfied. It is acknowledged that gaining access to resources requires planning. At least one staff member expressed dissatisfaction with the lack of sufficient audio-visual equipment and the need to rent it from the university, suggesting that the program purchase inexpensive tape recorders so that each student could have access to one. Another commented on the decrease in audio-visual equipment due to cost increases. Nevertheless, resources were generally felt to be more than adequate and reasonably accessible.

A number of graduates said that refresher opportunities through the program to deal with specialized types of knowedge and skills would be beneficial.

Conclusion

The program is reasonably effective in meeting the specialized learning needs of participants as they pertain to elementary and secondary school counselling. There is some indication of a need for greater attention to specialized areas of interest for those who counsel secondary students and for greater opportunities for individualization of learning goals and content so that counsellors may concentrate more on learning skills relevant to their particular counselling responsibilities. There is also a need to make the Part III placement more relevant, particularly for those counselling elementary students and their families.

5. Certification as Native Counsellors For Those Without a Teacher's Certificate

Participants generally agreed that the NCTP program provided a learning experience that was as good as or better than any alternative. However, opinions varied regarding the value of the certificate. None said that it had ever hindered them in their employment progression, and many indicated it was considered a requirement for holding the position of social counsellor. Others, however, believed that the certificate was not valued equally with other credentials for positions off the reserve. There appears to be at least some basis for this belief judging by the reports of persons working for boards of education. While participants generally believed that the certificate was a valuable credential, there are many, particularly those seeking college or university degrees, who would like to see the Native Counsellor Certificate represent higher standards of academic performance and/or of personal competence as a counsellor. These, and the issue of credit equivalence for completion of the NCTP or of individual courses in the program, are the predominant concerns regarding the certification process.

On the other hand, certification is highly valued by most graduates and, apparently, by their communities. The history of the program's inception and the continuing participation in the program of persons who would not otherwise have the opportunity or the incentive to avail themselves of structured and accredited professional training confirm the importance of continuing to provide this certification under Ministry of Education auspices.

Conclusion

The program does provide effectively for the certification of Native Social Counsellors who do not hold a teacher's certificate. There is a need, however, to explore the possibility of: (1) increasing the legitimacy of the certificate in non-reserve jobs in which counsellors are employed; (2) increasing opportunities for granting college or university credit equivalence for work completed in the program; and (3) assuring that the certificate continues to represent appropriate standards of personal and professional competence as a Native counsellor.

Assessment of Effectiveness in Relation to Counselling Responsibilities of Graduates

As was shown in the Results section of this report, of those graduates and participants for whom data were available, the great majority (84 per cent) were currently employed in counselling-related positions. Fifty-four respondents indicated that they were currently employed as social or educational counsellors. These percentages probably underestimate the proportion of the population traced who are employed in counselling-related positions, because many of the persons for whom specific employment data were not obtained were traced as a result of their association with the Ontario Native Counsellor Association. However, it is also probable that the proportion of respondents who were employed in counselling-related positions overrepresents the proportion in the total population, since those who were employed in counselling-related positions may have been more willing to respond to the study. The possibility that the respondent group was biased in the direction of representing the more "successful" of the NCTP graduates must, therefore, be acknowledged. The identification of a number of non-respondents (through other tracing procedures) who were employed in counselling-related positions tends to mitigate this concern however.

As has been noted elsewhere, the respondent group represented a wide variety of employment situations, and the relevance of the program to the needs of individuals functioning in such different places as remote northern reserves and southern urban reserves was perhaps the underlying basis for the majority of concerns expressed about the program.

Regarding what <u>is</u> provided by the program, participants generally reported high levels of satisfaction and relevance to their work and community situations. They believed the program had made a unique and valuable contribution to their counselling work through:

- counselling skills, learned within the Native learning context, with emphasis on experiential learning and application to Native student situations;

- the development of self-esteem and self-confidence as Natives, increased Native awareness, broadened perspectives and mutual respect, resulting from the opportunity to interact with Native counsellors from a wide range of Native community situations;

- the development of peer contacts through which to enable (through peer supervision and networking) continuing personal and professsional development as Native counsellors;

- for some, through major and significant changes in personal self-concept made possible by the need to embody the values of counselling practice experienced within the supportive Native environment of the program;

- the development of community and inter-agency leadership skills applicable to their communities and used to further the educational opportunities and aspirations of Native children.

There were, as has been noted, a number of concerns regarding the applicability of various aspects of the NCTP curriculum to the differing work situations of the students. Most of the concerns, however, appear to cut across the diversity of backgrounds and situations and to represent needs experienced by counsellors in their current jobs, regardless of location, employer (board or band), level (elementary or secondary), client, etc.. These general needs include:

- greater attention to professional practice aspects of the job (this might be telephone peer supervision for a remote counsellor and peer group networking for a southern counsellor, but the need expressed is the same);

- greater attention to family, parent, and peer counselling approaches and techniques;

- greater opportunity to develop specialized skills in specific areas such as crisis counselling, family violence and sexual abuse, and drug and alcohol abuse and prevention, depending on work and responsibilities of the individual counsellor;

In short, these were mentioned by counsellors from a variety of situations, but they need to be treated in a way in which the individual counsellor can adapt the general theory and skills to their own particular Native community.

There are some learning needs expressed that appear to be related more specifically to particular contexts and not to others. For example,

- Some counsellors from remote communities express a need for greater understanding of how to work with parents to change their attitudes about children going off the Reserve to complete high school.

- Some counsellors from urban areas report a need for greater skill and knowledge in working with postsecondary educational planning and provision of postsecondary opportunities.

- Some counsellors employed by boards of education report the need for greater attention to how to counsel Native students in secondary schools.

- Tests and measurement content included in the program is reported to be unavailable in the remote areas and to be irrelevant to some social counsellors because it is not within their job function.

Clearly, it is impossible for one program to meet every need of every student from such diverse backgrounds and work contexts. Equally clearly, some frustrations arise when all needs are not met. The tendency, when such frustrations are expressed, is to attempt to eliminate the problem that led to the frustration, often by standardizing or forming more homogeneous groups with which to work. In the case of the NCTP, the problems arising from the diversity of situations in which social counsellors are employed appear to be minor, compared with the benefits derived from the heterogeneity of those situations. In general, the program meets the basic learning needs of counsellors from the variety of situations and the variety actually contributes to what the participants believe is unique and most valuable about the program. Where learning needs were said to be unmet, the majority of the comments cut across work settings. The learning needs that are specific to counsellors from settings with particular characteristics are limited and could be met through a variety of curriculum approaches within the existing NCTP structure.

Conclusion

Overall, the Native Counsellor Training Program is highly successful at meeting the learning needs of Native social and educational counsellors and of Natives employed in other counselling-related positions. A large majority of the participants in the program continue to be employed as counsellors in their original situations. They believe that the program contributed to their effectiveness in their jobs and to their having the personal attributes necessary to be more effective as community leaders and as individuals.

The diversity of circumstances, counselling responsibilities, and individual preparation results in some perceptions of difficulties in meeting individual learning needs, but the same diversity is valued highly as contributing to the overall uniqueness and effectiveness of the program. Most learning needs that are considered to be unmet cut across the entire population of students, and those that are specific to a given characteristic that contributes to the diversity could be dealt within the existing structure of the NCTP.

V. RECOMMENDATIONS AND CONCLUSION

Recommendations

The following recommendations regarding the Native Counsellor Training Program attempt to respond to the concerns outlined by the participants, staff, and program administrators. They are based on suggestions made by respondents as well as our own conclusions drawn from the integrated results of the study.

1. A professional development training program specifically designed for Native counsellors, and leading to certification as a Native counsellor should continue to be provided under joint federal-provincial sponsorship.

Rationale

Most of the program participants and staff realize clearly that the particular Native emphasis of the NCTP is its most valuable contribution to the professional and personal competence of the Native counsellors who attend. Those participants who have comparable experience in regular colleges or universities specifically comment on the unique value of the Native focus of the NCTP program, and most participants express high levels of satisfaction with the applicability of the NCTP learning experience to their work with Native students.

Certification as Native social counsellors remains important within the Native political structure and, while there are some limits to the transferability of the Native Counsellor Certificate to non-Native work settings that do need to be addressed, the credibility of the Native Counsellor Certificate has developed over the history of the program and is substantial.

Joint sponsorship by the Ontario Ministry of Education and the federal Department of Indian Affairs and Northern Development has provided the existing NCTP with an effective mechanism for identifying, funding, and certifying Native social counsellors. Although students do not express a great deal of awareness of the respective roles of the two levels of government, they do recognize and value the basic contributions of each. The Native community has come, increasingly, to trust the continuity of the program and its sponsorship. We recommend, therefore, the continuation of the present political and administrative structure of the program if possible. The following subrecommendations relate to Recommendation 1.

(a) The Ministry of Education should continue to be the provincial governmental unit that sponsors the NCTP.

Rationale

There is a degree of trust in the Ministry of Education to administer the program in a manner in keeping with the needs and interests of Ontario Native communities. The degree of overall satisfaction with the program evidenced in this study suggests that the Ministry involvement has been highly effective. Moreover, the lack of equivalence of the Native Counsellor Certificate with other educational certifications may be dealt with most effectively through the influence of the governmental body that is most directly involved with the work of the majority of counsellors, i.e., schools.

(b) The Native Counsellor Certificate should be retained as evidence of graduation from the NCTP program, and steps should be taken to examine means of increasing the credibility of the certificate in non-Native employment situations and its acceptability as a basis for granting credit equivalencies in postsecondary educational institutions.

Rationale

The Native Counsellor Certificate has attained substantial credibility as an indication of competence in many Native communities. In some communities the expectation that the person appointed to the social counsellor position must take the NCTP program acts as a significant incentive for upgrading the quality of counselling provided within the community. On the other hand, participants are of the opinion that the Native Counsellor Certificate would not be generally useful in obtaining employment off the reserve. It is not clear to what extent this opinion is accurate, but it is recommended that those responsible for administering the program explore ways in which non-Native educational employers can be made more aware of the meaning and quality of the certificate with a view to increasing its credibility across a wider range of jobs.

It is also recommended that means be explored to clarify and increase the use of the Native Counsellor Certificate for purposes of assessing credit equivalence in other postsecondary educational settings. One of the desired outcomes of the program is that participants will continue their professional and personal learning, and a number of graduates have enrolled in postsecondary degree or diploma programs. The NCTP has a structure for granting equivalent credit (exemption from Part I on the basis of appropriate postsecondary course work), but there appears to be no comparable credit given by colleges or universities for the NCTP. As the educational level and aspirations of many Native counsellors and of Natives interested in entering the counselling profession increase, it would be a significant advantage to the credibility of the program as well as to the participants if mechanisms could be developed to establish credit equivalencies for some or all of the NCTP course work.

(c) The Department of Indian Affairs and Northern Development should continue to co-sponsor the NCTP, and means should be explored to increase the information exchange between DIAND and those responsible for the administration of the NCTP.

Rationale

The close involvement of the DIAND undoubtedly contributes to the relevance of the NCTP experience, particularly for participants from remote communities. The funding support of the DIAND is acknowledged by most participants as an essential to the program and to their participation. The involvement of DIAND personnel in adapting skills learned in the NCTP to remote conditions is valued highly by some graduates. On the other hand, there appear to be some weaknesses in the NCTP curriculum as it relates to educational conditions and resources available in remote locations; these weaknesses might be remedied by improved communication and information exchange between the two sponsoring bodies.

2. The sponsoring bodies should seriously consider retaining the present single location and administrative structure for Parts I and II of the NCTP.

Rationale

Participants and staff report high levels of satisfaction with the present facilities, resources, co-operation, and support from the host institution, and generally agree, if reluctantly, that a more northern location would be even more difficult for southerners and a more southern location would exclude northern students. While there is considerable concern expressed regarding the present location, and some interest in the establishment of two programs (one in the south and one in the north), the learning benefits derived from exposure to Native counsellors from other geographic, political, cultural, and social milieux seem to outweigh the possible benefits of such a division, at least for Parts I and II of the program.

3. Consideration should be given to re-designing Part III of the NCTP with a view to:

(a) providing a wider range of suitable field placements, including placements in remote northern and urban southern locations, and ensuring that placements provide suitable learning opportunities;

(b) maintaining and enhancing the group support and Native awareness benefits of the NCTP experience for Part III participants;

(c) increasing interaction between Part III and Parts I and II students;

(d) improving pre-placement preparation of students to enable greater awareness of the placement as a model for on-the-job experiential learning and greater transfer of learning;

(e) improving field supervision of Part III students (possibly by providing orientation for field supervisors and/or more on-site supervision by NCTP staff).

Rationale

The Part III field placement has the potential of being a core integrating experience in the overall program. For some it serves this purpose well. For others it is considered as a "waste of time," apparently with considerable justification. There appear to be too few worthwhile field placements available in Sudbury during the summer months, and field supervision is less than adequate in many instances. Many of the field placements that are available are not comparable to southern or northern conditions.

The mutual student support and peer learning aspects of the program are reduced during the third year since there is inadequate time and the involvement of Part III students with the overall learning group is less than in Parts I and II. Facilitating increased interaction between the parts would enhance peer learning and support for both groups. Expansion of the location and quality of placement sites would facilitate more effective transfer of the NCTP learning to the home community.

While an increase in the geographic distribution and field placement supervision of Part III placements may appear to be contradictory to an increase in the interaction between Parts I and II participants and Part III participants, it need not be so. For example, all the above problems might be solved by redesigning Part III to provide for several days of full-time attendance at the beginning and end of the regular program, with curriculum activities designed to maximize preparation for and sharing of field-based learning during those periods, coupled with regular small-group supervision in several southern and northern locations and extension of the total time period of the placement.

There is some suggestion from present Part I and II participants that the impressions of the Part III experience gained in Parts I and II do not encourage students to continue to complete Part III. A redesigning of the Part III experience could contribute to the retention rate of the program overall. If some geographic separation were provided for this year, it might also help meet the concerns of those southern students who feel they would benefit from a separate program.

4. Since the overall design of the NCTP curriculum appears to be meeting the most prevalent needs of most participants, it should be retained, with increased emphasis, where possible, on the following:

   (a) self-assessment and self-identified learning needs relevant to the participant's home community and role;

   (b) group, family, and peer counselling techniques and theory as they relate to the social counsellor role in the individual participant's situation;

(c) community development techniques and theory as they relate to meeting the goals of the social counsellor in the home community;

(d) opportunities, through workshops, specialized courses, individual or small group learning opportunities, etc., for participants to develop expertise in specialized problem areas (e.g., drug and alcohol abuse, sexual abuse, adolescent development);

(e) experiential learning approaches wherever possible and inclusion of a theoretical rationale for this form of learning;

(f) provision of equipment and resources needed to maximize effective experiential learning (e.g., tape recorders, video-tape equipment, computer terminals, etc.);

(g) preparation and guidance in the use of field-based learning opportunities integrated into the curriculum throughout all three years;

(h) professional practice and administrative topics as identified in Table 10 of this report.

Rationale

The overall NCTP curriculum content and general learning approach has been overwhelmingly affirmed to be useful in the work, community, and personal lives of the respondents. There are however, a number of specific matters of concern raised by sufficient numbers of participants to warrant specific attention in the continuing process of curriculum revision. The foregoing merely specify, in the form of recommended areas for increased attention, those areas identified in the body of this report.

5. A review of the evaluation standards and procedures used within the NCTP should be undertaken with a view to:

(a) clarifying performance criteria (standards) for completion of the program parts and certification as a native counsellor and relevant to the needs of the program and the diverse student population;

(b) identifying and initiating evaluation mechanisms through which students who so wish may obtain college or university credit for some or all of their NCTP experience;

(c) clarifying and articulating, to students and staff, acceptable alternative evaluative mechanisms (e.g., oral presentation, written presentation, demonstrated counselling skills), thus enhancing the credibility of evaluation mechanisms while retaining the necessary flexibility to deal with the diverse student needs.

Rationale

The broad diversity of student background represented in the program demands that meticulous attention be paid to assessing student performance in a manner that does not prejudice any student's opportunity to demonstrate his or her competence. The public credibility of the program and the certificate rest, however, on the ability of the program to demonstrate that the holder of a certificate does indeed possess certain competencies. In addition, it is essential for the credibility of the program among its own students that standards and means of assessment appear to be, and are, fair, equitable, and comprehensible. At present it appears that a variety of evaluation mechanisms appropriate to the range of student needs is used and that the staff manages to "counsel out" students who they feel are not suitable candidates for social counsellor. However, the variability and informality of the evaluation process leaves it more open to criticism than necessary. In addition, clarification and articulation of a flexible but rigorous set of evaluation procedures will undoubtedly be necessary to enable the development of co-ordinated credit for students who wish to obtain college or university credit for their NCTP work.

6. Every effort should be made to recruit more Native staff members as regular staff and tutors, and for specialized lectureships or short-course activities.

Rationale

Participants express, on the whole, a clear respect, admiration, and affection for the present and former staff. They report that staff-student relationships are excellent and that the staff goes out of its way to be both personally and academically helpful to students. Nevertheless, an awareness of the scarcity of Native staff members and a strong impression that this could and should be remedied is also expressed.

The Native focus of the NCTP is reported to be one of its particularly important contributions. This opinion is supported by numerous specific examples of increased personal and professional effectiveness as counsellors of Native children and as leaders in the Native community resulting from increases in awareness, confidence, and esteem directly attributed to participation in the program. It would clearly enhance the benefits of the Native focus if more Native staff members could be available regularly to students as role models and information sources.

7. Consideration should be given to developing a means of providing ongoing staff development opportunities for graduates through the auspices of the NCTP.

Rationale

Graduates report a strong interest in continuing their professional development as Native counsellors, in part as a result of from their participation in the NCTP. Although there are

other mechanisms that facilitate professional development, and the evolution of the Ontario Native Counsellor Association will undoubtedly help meet this need, the NCTP is considered by graduates as an ideal vehicle for providing specialized workshops and general refresher training. The provision of staff development opportunities through NCTP, possibly in conjunction with the Ontario Native Counsellors' Association, could help to continue the integrative and enhancing mutual sharing among Native counsellors from diverse backgrounds that is experienced as so significant in the program experience.

It is important to recognize, in connection with this recommendation, that graduates are already actively engaged in continuing their professional learning activities through a variety of existing means. It is not suggested here that NCTP take on the provision of all continuing learning for Native counsellors. Rather, it is the uniqueness of the NCTP program that it provides a vehicle for recognizing and integrating the personal and community aspects of being a Native counsellor working in a wide variety of situations with Native students. Graduates believe that this integrative aspect is lacking in other forms of professional development and would like to have the opportunity to "go back to the well" periodically.

Conclusion

This study was carried out to assess the effectiveness of the Native Counsellor Training Program in meeting its specified goals and in doing so in a manner relevant to the diverse work and personal situations of the Native counsellors it serves and their Native clients. In carrying out this assessment the investigators relied heavily on qualitative data collection and analysis procedures in order to identify and understand unforseen strengths and/or weaknesses in the program. The results of the study lead to the consistent conclusion that the program is generally effective, and in some regards, excellent, in providing Native social counsellors with the professional and personal skills, knowledge, and attitudes that they need to be effective in the range of roles they perform in the variety of communities in which they work. A number of concerns were identified and recommendations regarding how these concerns might be dealt with have been proposed by the investigators (based, in part, on suggestions made by respondents).

The investigators are left, after our extensive involvement with this study, with the final impression that the Native Counsellor Training Program has provided Native social counsellors with a unique and highly valued learning milieu in which the great majority of participants have grown enormously, as persons and as professionals, and through which they have developed the skills and attitudes to perform effectively their tasks as counsellors of Native elementary and secondary students, as well as the myriad of other tasks associated with this role in the diversity of cultural conditions represented in Ontario Native communities. The participants, the staff, the administrators, and the sponsors should all be commended for their sensitivity and skill in carrying out this program so successfully.

APPENDIX A
DATA COLLECTION INSTRUMENTS

APPENDIX A-1

NATIVE COUNSELLORS TRAINING PROGRAM EVALUATION STUDY

PARTICIPANT INFORMATION

NAME_____

ADDRESS_____

_____ POSTAL CODE_____

TELEPHONE NO. (include area code)_____

CURRENT EMPLOYER_____

EMPLOYER'S ADDRESS_____

EMPLOYER'S TELEPHONE NO._____

YOUR POSITION_____

ADDITIONAL INFORMATION (that you feel should be forwarded at this time)

APPENDIX A-2

NATIVE COUNSELLOR TRAINING PROGRAM EVALUATION STUDY

COUNSELLOR QUESTIONNAIRE

Please be as accurate and complete as you can. All your responses will be treated as confidential. If a question does not apply to you, please indicate by writing "NA" in the appropriate space.

A. PERSONAL DATA

Name: _____

Address: _____ Telephone: Home: AC___:_____

_____ Work: AC___:_____
Postal Code

Sex: M___ F___ Age:_____

Marital Status: ____ ____ ____ ____ ____
Married Divorced Separated Widow Single

Native Status: ____ ____ ____ _____
Metis Non-Status Indian Status Indian Other (Specify)

B. EMPLOYMENT HISTORY

Working backwards, from the present (1985) to the year before you began the NCTP, please provide the following information for each position you have held. (Use a separate sheet if necessary).

Dates of Employment	Employer's Name and Address	Your Position	Major Duties

C. EDUCATIONAL HISTORY

Indicate grades or # of years completed and year of completion:

	Grade or # of Years	Year Completed	Certificate Obtained
Elementary school:			
Secondary school:			
College:			
University			

Other professional training: (workshops, clinical training, etc.)

Nature of Training	Dates Attended	Certification?

Indicate any other professional certificate held (e.g., teacher, RN, etc.)

Did your experience at NCTP influence you in any way to pursue further academic or professional learning? Yes ☐ No ☐ If yes, please describe how it influenced you and what you did as a result of that influence (e.g., courses taken, other learning activities undertaken).

D. VOLUNTARY ACTIVITIES

List voluntary and community associations or organizations in which you participate or have participated (e.g., church, band council, trapppers association, little league, hockey coach).

Organization	Your Major Role	Dates

Did your experience at NCTP influence you in your voluntary or community activities:

Yes ☐ NO ☐

If yes, please describe how it influenced you and how your activities changed as a result.

_____

_____

_____

_____

E. PARTICIPATION IN NATIVE COUNSELLOR TRAINING PROGRAM

Year of first enrollment in NCTP_____ Year Graduated_____

Was your first enrollment in Part I_____ or in Part II_____?(check one)

If equivalent standing for Part I was granted, where did you obtain it?

Institution:_____ Course taken:_____

Date(s):_____

Year of completion for each part of NCTP: Part I: _____

Part II: _____

Part III: _____

If you attended any part but dropped out before completing the three parts of the NCTP, please indicate below:

Parts completed:_____

Dropped out: Between Parts_____ and _____, or while enrolled in Part_____.

Reasons for dropping out:_____

_____

_____

_____

When you applied for admission to NCTP were you employed_____?unemployed_____?

Who initiated your applying to the program?

Yourself:_____ Employer:_____(Specify below). Other:_____

Name:_____ Specify:_____

F. YOUR EXPERIENCE OF THE NCTP

Before answering some more specific questions about your experience of the Native Counsellor Training Program, we would like you to give us your personal thoughts and feelings about what the program has meant to you. Please complete the following section as openly and personally as you can.

1. Three ways the NCTP has mattered most in my life are...

a) _____

_____

_____

_____

b) _____

_____

_____

_____

c) _____

_____

_____

_____

2. The three things I have found most useful from my learning during the NCTP are:

a) _____

How was it useful? _____

_____

_____

_____

b) _____

How was it useful? _____

_____

_____

_____

c) _____

How was it useful? _____

_____

_____

_____

3. Three ways in which the NCTP did not meet my needs were:

a) _____

How could this have been improved? _____

_____

_____

_____

b) _____

How could this have been improved? _____

_____

_____

_____

c) _____

How could this have been improved? _____

_____

_____

_____

4. In the column at the right, mark the box which best represents your opinion for each of the following statements:

	NOT AT ALL	SOMEWHAT	QUITE A BIT	A GREAT DEAL
a. The specific counselling skills I learned through the NTCP helped me in my job at the time.				
b. My ability to work effectively in my community has increased as a result of my experience in the NCTP.				
c. I relate to superiors and colleagues in my work situation more effectively as a result of being in the NCTP.				
d. I changed my attitudes about higher education through being in the NCTP.				
e. My job opportunities were improved as a result of my experiences in the NCTP.				
f. I am more effective in my personal life as a result of my learning in the NCTP.				
g. I am more concerned with my own professional development since participating in the NCTP.				
h. I am more likely to encourage others to seek higher levels of training as a result of my participation in the NCTP.				
i. I am more satisfied with my own performance in my job since being in the NCTP.				
j. I find myself more effective in dealing with families and individuals with special needs as result of my learning in the NCTP.				

	NOT AT ALL	SOMEWHAT	QUITE A BIT	A GREAT DEAL
k. I feel better prepared to act as liaison between the Native community and government or school organizations as a result of my participation in the NCTP.				
l. I am more competent in my counselling work with groups and individuals as a result of my participation in the NCTP.				
m. I feel more competent to administer and interpret tests as a result of my learning in the NCTP.				
n. I feel I would have received better training for my work in a regular college or university program rather than NCTP.				
o. I feel the NCTP experience neglected a number of important concerns that would have helped me do my job more effectively (Specify)_____				

5. List three skills or strategies you were exposed to in the program which you have found most useful in your work or community life and indicate how the program contributed to your use of those skills or strategies. (An example is provided below.)

Skill	Contribution of Program
(e.g., group leadership strategies	opportunity for feedback helped me see what I was doing well and helped me improve my listening skills.)
a.	
b.	
c.	

6. In the column to the right, indicate the degree to which the program was helpful to you in relation to each of the items below. If there was a specific course, instructor or other aspect of the program which was particularly important for that item, specify.

In relation to my effectiveness in:	The Program was: VERY HELPFUL	SOMEWHAT HELPFUL	LITTLE HELP	NOT AT ALL HELPFUL
a. liaison between parents and boarding students				
b. liaison between school and boarding students				
c. liaison between school and parents of boarding students				
d. liaison between providers of boarding homes and boarding students				
e. relationships with social agencies				
f. providing information to school committees, school boards, band councils or other organizations				
g. providing advice to school committees, school boards, band councils and other organizations				
h. liaison with school boards in the Ontario Public and Separate school systems				
i. liaison with colleges and universities				
j. having an impact as a change agent (on band council etc.)				
k. participation as a community leader				
l. self assessment and evaluation of my effectiveness, efficiency and impact				
m. administrative skills (reporting, etc.)				
n. organizational ability and planning skills				
o. one-to-one counselling skills				
p. time management and personal organization				
q. relationships with my employer				
r. professional reading				
s. understanding and interpreting Ministry of Education guidelines and requirements				
t. understanding and interpreting Dept. of Indian and Northern Affairs guidelines and requirements.				

7. In your own opinion, what were the main strengths and weaknesses of the program?

   a. Strengths:

   b. Weaknesses:

8. If you were a student ready to enter Part I for the first time, what would you do differently this time around?

9. Were there any particular limitations in the program, living accommodation, extra-curricular activities, relationships with staff as far as you were concerned?

10. How did the program help you insofar as your own community needs?

11. How did the program help you insofar as your own expectations for yourself?

12. In what ways were interactions among students most helpful?

13. How could student interactions have been designed to contribute more to your learning?

14. In what ways were staff members most helpful?

15. How could staff have been more helpful?

16. How could your sponsor have been more effective in helping you during your involvement with the program?

17. How could the Ministry of Education have been more effective in helping you during your involvement with the program?

18. How could the Department of Indian and Northern Affairs have been more effective in helping you during your involvement with the program?

G. RECOMMENDATIONS

What recommendations would you make with regard to: location, accommodation, program, staff, employer, supervisory assistance, professional development (in-service training) and any other recommendation that you feel should be considered in this evaluation study?

APPENDIX A-3

NATIVE COUNSELLOR TRAINING PROGRAM EVALUATION STUDY

PARTICIPANT INTERVIEW SCHEDULE

Name: _____

Date of Interview: _____ Location: _____

1. Think back over your actual experience of the whole Native Counsellor Training Program. What experiences, events, people etc. stand out now as having been most important or meaningful for you?
(LIST THREE THINGS MENTIONED, PROBE TO GET AT LEAST THREE)

2. Tell me more about how or why each of these were important to you?

3. Do you think you would have said different things were important when you were actually involved in the program? If so, what and why?

4. How did the actual program fit or match with what you originally expected?

   a) In terms of the curriculum and learning approaches: e.g. What was covered, how it would be taught, who would be there, etc. (PROBE FOR AT LEAST ONE MISMATCH)

   b) How did it fit in terms of relationships among staff and students and among students?

   c) How did it fit, or not, your expectations about how it would relate to your particular community and/or work situation.

5. What do you see <u>now</u> as the main strengths and weaknesses of the training in relation to your particular community situation?

   Strengths?

   Weaknesses?

6. What do you see now as the main strengths and weaknesses of the training in relation to your particular work situation?

   Strengths?

   Weaknesses?

7. What were your practicum placements? (agencies, duties, major learning goals).

8. How useful were these particular practicum placements in terms of your own learning needs at the time? (PROBE RE RELEVANCE TO OWN COMMUNITY WORK SETTING)

   a) Community

   b) Work

9. What do you consider the strengths and weaknesses of the present organization and administration of the program?

10. How did you experience the Ministry of Education's contribution and involvement in the program? (PROBE FOR AWARENESS OF MINISTRY EFFORTS AND CONCERNS).

    a) What did the Ministry do?

    b) How did you feel about their role?

11. How did you experience the Department of Indian and Northern Affairs contribution and involvement in the program?

    a) What did the Department do?

    b) How did you feel about their role?

12. How did the roles of the two sponsors contribute to or interfere with your getting your learning needs met within the program?

13. What were relationships between staff and students like?

14. What would you say now were the strong points of the relationships between students and staff while you were in the program?

15. What would you say now were the weak points of the relationships between students and staff while you were in the program?

16. Were there individual staff members who were particularly helpful in your experience? If so, what was it about them that made the difference?

17. Was there anything about the way staff related to students you think might have been changed to make the program more effective?

18. How would you describe the relationships among students while you were in the program?

19. How did these relationships (among students) contribute to your learning?

20. Did the way the program was designed or administered contribute to the effectiveness of student/student relationships? If so, how?

21. Are there ways you think the program could have been changed to make better use of student/student relationships?

22. What about the physical setting, timing, arrangements for accommodation, etc. of the program? How did they contribute to or detract from the effectiveness of the experience?

23. How did you feel about these aspects of the program when you were in it?

24. Have your perceptions changed since you completed the program?

25. Do you feel the training you received through the NCTP is equal to, worse than or better than other training approaches, for you in your particular situation? (Get reasons for judgement).

26. Do you think that NCTP graduation gives you enough legitimacy as a counsellor in your particular setting?

27. How has going through the program influenced your employment opportunities or progress?

28. Has having taken your training through this program ever limited your opportunities as far as you know?

29. How has going through the program contributed to your own development as a person?

30. How do you express that personal development in your life or community (e.g., being a more effective leader, personal relationships, etc.)?

31. If you had the authority and responsiblity to decide how native counsellors like yourself would be trained, how would you do it? (Compare and contrast with present program--e.g., would you do it differenctly?)

32. What aspects of the present program would you keep and what would you change?

a) Content?

b) Learning approaches?

c) Staff/student relationships?

d) Student/student relationships?

e) Location, timing, certification, etc.?

f) Other comments?

APPENDIX A-4

NATIVE COUNSELLOR TRAINING PROGRAM EVALUATION STUDY

STAFF INTERVIEW SCHEDULE

Name: _____

Present Position: _____

Dates of Involvement with NCTP: _____

Qualifications at time of involvement with NCTP:

Academic _____

Professional _____

Personal _____

1. When you first became involved with NCTP, what previous experience with Native people and their communities did you have?

2. How would you describe your role in the program?

3. What special knowledge, skills or attitudes did you feel you brought to the program?

4. Did you personally feel you were able to adjust your specialized skills and knowledge to match the needs of the students in the program? Elaborate.

5. From your own experience, what were staff/student relationships like in the program? (Probe for conflict, authority, Indian/Non-Indian tension).

6. What role did you, as a staff member, feel you had in decisions about the design of the program?

   a) Overall curriculum?

   b) Your own courses?

   c) Administrative arrangements (timing, location, scheduling, etc)?

7. Were you satisfied with this role? If not, what would you have liked?

8. In your observation of the students in the program, what would you say are their most important learning needs for them to be effective personally and professionally?

9. Were there other needs students had which interfered with their ability to make the most of the learning environment in the NCTP program? (Elaborate).

10. What were the overall strengths and weaknesses of the program in responding to student needs?

    a) Strengths?

    b) Weaknesses?

11. What did you see as your own role in this process? Did you feel adequately prepared for that role? Effective in it?

12. How did staff relate to one another in the program?

13. In your opinion, did staff/staff relationships contribute to or interfere with program effectiveness? Elaborate.

14. Did staff model effective helping and problem-solving skills and processes? Were these visible to students?

15. What do you consider the strengths and weaknesses of the present organization and administration of the program?

    a) Strengths?

    b) Weaknesses?

16. How did you experience the Ministry of Education's contribution and involvement in the program?

    a) What was the Ministry's role?

    b) How do you feel that role contributed to or detracted from the effectiveness of the program?

17. How did you experience the Department of Indian and Northern Affairs contribution and involvement in the program?

    a) What was the Department's role?

    b) How do you feel that role contributed to or detracted from the effectiveness of the program?

18. How did the roles of the two sponsors contribute to or interfere with your ability to perform your own role as a staff member in the program?

19. Please comment regarding your experiences with regard to the following aspects of the program:

    a) The progress of the student with equivalent standing (i.e., taken part I elsewhere)

    b) The practicum

    c) Availability of resources

    d) Physical and social arrangements for the program

    e) Needs for follow-up, supervision, in-service, continuing professional development for students in the program?

20. Ideas, recommendations, regarding changes needed in the program, future directions, etc..

APPENDIX B
CURRENT ADDRESS, EMPLOYERS AND POSITIONS OF PARTICIPANTS AND STAFF

APPENDIX B

CURRENT LOCATION, EMPLOYER, AND POSITION
OF GRADUATES AND STUDENTS
BY YEAR OF COMPLETION

1978 GRADUATES

TRACED

1985 ADDRESS	POSITION & EMPLOYER
Andrew Lavalley P.O. Box 9 Golden Lake, Ontario K0J 1X0 (613) 625-2800	Education Liaison Officer Algonquin Golden Lake Band Council P.O. Box 100 Golden Lake, Ontario K0J 1X0 (613) 625-2800
Clifford Meness Algonquin Golden Lake Band Golden Lake, Ontario K0J 1X0 (613) 625-2800	
Barbara Nolan Site 3, P.O. Box 36 RR #4 Sault Ste. Marie, Ontario P6A 5K9	Social Counsellor Garden River Band Site 5, P.O. Box 7 RR #4 Sault Ste. Marie, Ontario P6A 5K9
William Webkamigad P.O. Box 213 Manitowaning, Ontario P0P 1N0	Counsellor United Chiefs and Council of Manitoulin West Bay, Ontario P0P 1G0 (705) 377-5307
Thomas Williams RR #3 Wallaceburg, Ontario N8A 4K9	Social Education Counsellor Walpole Island Band Council RR #3 Wallaceburg, Ontario (519) 627-1481 Ext. 41

NOT LOCATED

1978 ADDRESS

William Atsynia
General Delivery
Moose Factory, Ontario
P0L 1W0

Peter Morriseau
c/o A. McWhinnie
District Superintendant of Education
DIAND
200 Syndicate Ave. S.
Thunder Bay, Ontario P7E 1C9

APPENDIX B

CURRENT LOCATION, EMPLOYER, AND POSITION
OF GRADUATES AND STUDENTS
BY YEAR OF COMPLETION

1979 GRADUATES

TRACED

1985 ADDRESS	POSITION & EMPLOYER
V. Maxine Albert RR #1 Muncey, Ontario NOL 1YO	Education Counsellor WP 2 Department of Indian Affairs 457 Richmond Street London, Ontario (519) 289-5796
Sadie Chrisjohn RR #2 Southwold, Ontario NOL 2GO	106 Spadina Road Toronto, Ontario Anduhysun, Women's Residence
Elizabeth Corbière Manitoulin Secondary School Excelsior P.O. West Bay, Ontario POP 1GO	Native Social Counsellor Manitoulin Secondary School Excelsior P.O. West Bay, Ontario POP 1GO (705) 377-5321 Work (705) 377-5377 Home
Cindy Fisher General Delivery Heron Bay, Ontario POT 1RO	Heron Bay Reserve Heron Bay, Ontario POT 1RO (807) 229-1749 Work
Martha French P.O. Box 12 Melbourne, Ontario NOL 1TO	
Keitha Keeshig RR #5 Wiarton, Ontario NOH 2TO	Social Counsellor Chippewas of Nawash Band (Cape Croker) RR #5 Wiarton, Ontario NOH 2TO (519) 534-1689 Work (519) 534-0229 Home
Melvin Lewis P.O. Box 140 Wikwemikong, Ontario POP 2JO	Native Counsellor (Guidance Department) Manitoulin Secondary School West Bay, Ontario POP 1GO (705) 377-5321 Work (705) 859-3422 Home
Gertrude Manitowabi 153 Lourdes Street Sudbury, Ontario P3R 2V3	Native Court Worker N'Swakanok Native Friendship Centre (705) 674-2128 Work (705) 674-5563 Home

APPENDIX B

1979 GRADUATES (cont'd)

1985 ADDRESS	POSITION & EMPLOYER
Beatrice McCue Snake Island RR #2 Keswick, Ontario L4P 3E9	(416) 476-2782
Elaine McDonagh 112 Fournier Road Sault Ste. Marie, Ontario P6A 5K9	Social Counsellor Batchuwana Indian Band 236 Frontenac Street Sault Ste. Marie, Ontario (705) 759-0914 Work (705) 759-6505 Home
Tim McGregor RR #2 Lively, Ontario P0M 2E0	Special Projects Officer DIAND 1760 Regent Street Sudbury, Ontario (705) 522-5100 Work (705) 682-4979 Home
Merle Pegahmagabow P.O. Box 165 Parry Sound, Ontario P2A 2X3	Parry Island Band P.O. Box 25 Parry Sound, Ontario P2A 2X3 (705) 746-2531 Work
Eli Rae Sandy Lake, Ontario P0V 1V0	Social Counsellor Sandy Lake Band Council (807) 774-8891 School (807) 774-5121 Band (807) 774-6121 Home
Mildred Ritchie P.O. Box 813 Southampton, Ontario N0H 2L0	Chippewa Hill P.O. Chippewa Hill, Ontario N0H 1H0 (519) 797-2218 Work (519) 797-2129 Home
Donna Whetung Curve Lake, Ontario K0L 1R0	
Gladys McPherson General Delivery Fort Frances, Ontario P9A 3M4	Teacher's Aide F.F.-R.R. Roman Catholic Separate School Board St. Michael's School (807) 274-9232 Work (807) 274-5037 Home
Paul Sandy Cedar Point P.O. Christian Island, Ontario L0K 1C0	Education Counsellor Beausoleil Band Council Cedar Point P.O. Christian Island, Ontario L0K 1C0 (705) 247-2051 Work (705) 247-2014 Work (705) 247-2074 Home

1979 GRADUATES (cont'd)

NOT LOCATED

1979 ADDRESS

Goyce Kakegamic
P.O. Box 490
Red Lake, Ontario
P0V 2M0

Linda Kan
P.O. Box 1455
Sioux Lookout, Ontario
P0V 2T0

APPENDIX B

CURRENT LOCATION, EMPLOYER, AND POSITION
OF GRADUATES AND STUDENTS
BY YEAR OF COMPLETION

1980 GRADUATES

TRACED

1985 ADDRESS	POSITION & EMPLOYER
Tony Cornelius RR #2 Southwold, Ontario N0L 2G0	Youth Services Worker N'Amerind Friendship Centre 260 Colbourne Street London, Ontario (519) 672-0131 Work (519) 652-6397 Home
Claudine Day Southwold, Ontario N0L 2G0	RR #2 Southwold, Ontario
Kenneth Deer P.O. Box 326 Caughnawaga, Quebec J0L 1B0	Kahnawake Education Centre P.O. Box 1000 Kahnawake, Quebec J0L 1B0
Wilcy Kewayosh RR #3 Wallaceburg, Ontario N8A 4K9	Social Education Counsellor Walpole Island Band Council RR #3 Wallaceburg, Ontario N6A 4K9 (519) 627-1481 Work (519) 627-8290 Home
Georgina Nahwegahbo P.O. Box 31 Sucker Creek Little Current, Ontario P0P 1K0	Social Counsellor Manitoulin Board of Education Little Current, Ontario P0P 1K0 (705) 368-2932 Work (705) 368-2880 Home
Randy Peterson P.O. Box 713 Kahnawake, Quebec J0L 1B0	Post Secondary Program Kahnawake Education Centre General Delivery Kahnawake, Quebec J0L 1B0 (519) 692-4354 Work (519) 692-4468 Home

NOT LOCATED

1980 ADDRESS
Roxanne Abbey 59 Rykert Street St. Catharines, Ontario L2S 1Z3

APPENDIX B

1980 GRADUATES (cont'd)

1980 ADDRESS

Peter Assin
Grassy Narrows, Ontario
P0X 1B0

Victoria Deleary
RR #1
Melbourne, Ontario
N0L 1T0

Sarah Kejick
Kejick P.O. (Shoal Lake)
Ontario
P0X 1E0

Cello Meekis
P.O. Box 315
Red Lake, Ontario
P0V 2M0

Charles Perrault
Eagle Lake Reserve
Eagle River Post Office, Ontario
P0V 1S0

Leona Toulouse
786 McIntyre Street East
North Bay, Ontario
P1B 1E8

APPENDIX B

CURRENT LOCATION, EMPLOYER, AND POSITION
OF GRADUATES AND STUDENTS
BY YEAR OF COMPLETION

1981 GRADUATES

TRACED

1985 ADDRESS	POSITION & EMPLOYER
Brian Couchie P.O. Box 352 North Bay, Ontario P1B 8H5	Social Counsellor Nipissing Band of Ojibways RR #1 Sturgeon Falls, Ontario (705) 753-2050 Work (705) 472-7467 Home
Nancy Recollet 268 South Algoma Street Thunder Bay, Ontario P7B 3C2	Designer/Planner Ontario Native Women's Association 278 Bay Street Thunder Bay "P", Ontario P7B 1R8
Viola Stonefish RR #3 Bothwell, Ontario N0P 1C0	Social Counsellor Moravian Band Council RR #3 Thamesville, Ontario N0P 2K0 (519) 692-4354 Work (519) 692-4468 Home
Rosemary Wakegijig General Delivery Wikwemikong, Ontario P0P 2J0	c/o Pontiac School Wikwemikong, Ontario P0P 2J0 (705) 859-3133 Work
Zavie Wesley General Delivery Attawapiskat, Ontario P0I 1A0	J.R. Nahogee School Attawapiskat, Ontario P0I 1A0 (705) 997-2194 (705) 997-2114

NOT LOCATED

1981 ADDRESS
Angus Montour P.O. Box 244 Kahnawake, Quebec J0L 1B0

APPENDIX B

CURRENT LOCATION, EMPLOYER, AND POSITION
OF GRADUATES AND STUDENTS
BY YEAR OF COMPLETION

1982 GRADUATES

TRACED

1985 ADDRESS	POSITION & EMPLOYER
Anita Copenace 727 Church Street Fort Frances, Ontario P9A 1E9	Native Education Counsellor Fort Frances-Rainy River Board of Education Fort Frances, Ontario (807) 274-3214 Work (807) 274-5186 Home
Arlene Delaronde P.O. Box 201 Kahnawake, Quebec J0L 1B0	Social Counsellor Kahnawake Survival School P.O. Box 720 Kahnawake, Quebec (514) 632-8831 Work (514) 632-7712 Home
Mary Ann Naokwegijig 24 Gutcher Avenue Sudbury, Ontario P3C 3H6 (705) 674-7529	Student (Post-graduate studies)
Kathy M. Taylor Curve Lake, Ontario K0L 1R0	Education Counsellor Curve Lake Band Curve Lake, Ontario (705) 657-8045 Work (705) 657-1257 Home
Judy Wawia P.O. Box 545 Nipigon, Ontario P0T 2J0	Guidance Counsellor Redrock Indian Band P.O. Box 489 Nipigon, Ontario (807) 887-2510 Work (807) 887-2837 Home

NOT TRACED

1982 ADDRESS
Eli Baxter Whitedog, Ontario P0X 1P0
Margaret Fisher Manitowaning, Ontario P0P 1N0
Harry Gray P.O. Box 519 Sioux Lookout, Ontario P0V 2T0

APPENDIX B

CURRENT LOCATION, EMPLOYER, AND POSITION
OF GRADUATES AND STUDENTS
BY YEAR OF COMPLETION

1983 GRADUATES

TRACED

1985 ADDRESS	POSITION & EMPLOYER
Les Anderson RR #2 Ohsweken, Ontario N0A 1M0	WP2 Social Counsellor Education Office Ohsweken, Ontario (519) 445-2219 Work (519) 445-2823 Home
Solomon Atlookan Fort Hope, Ontario P0T 1L0	Native Social Counsellor Fort Hope Indian Band Fort Hope, Ontario (807) 242-8421 Work (807) 242-1011 Home
Margaret Beardy 750 Vixcount Road Apartment 105 London, Ontario N6J 3T3	
Denis Commanda 846 Charlotte Street Sudbury, Ontario	1590 Kelly Lake Road Sudbury, Ontario
Bertha Holmstrom 240 Rupert Road Kenora, Ontario P9N 3Y5	Social Counsellor Kenora Board of Education 100-1st Avenue West Kenora, Ontario (807) 468-5571 Work (807) 733-2183 Home
Susan Sandy Cedar Point P.O. Christian Island, Ontario L1K 1C0	
Archie Wesley General Delivery Kashechewan, Ontario P0L 1S0	Social Counsellor Kashechewan Band Administration Kashechewan, Ontario (705) 275-4440 Work (705) 275-4405 Home

APPENDIX B

CURRENT LOCATION, EMPLOYER, AND POSITION
OF GRADUATES AND STUDENTS
BY YEAR OF COMPLETION

1984 GRADUATES

TRACED

1985 ADDRESS	POSITION & EMPLOYER
Frances Clause P.O. Box 1037 Hagersville, Ontario NOA 1HO	Office and Research Manager Native Women's Professional and Creative Arts League 508-25 Hughson St. South Hamilton, Ontario (416) 768-1433 Home
Barbara Ann Cochrane A-594 Agnes Street Winnipeg, Manitoba R3E 1X7 (204) 774-8078	Student
Susan Commonda 180 McLaren Street Apt. 1204 Ottawa, Ontario X2P 0L3	Social Counsellor Gilbert Whiteduck RDEA Maniwaki, Quebec (819) 449-1275 Work (613) 232-3948 Home
James Eshkawkogan 112 Riverside Drive Sudbury, Ontario	Ontario Federation of Native Friendship Centre 234 Eglinton Ave. E. Toronto, Ontario M4P 1K5
Rose Jacobs RR #3 Wallaceburg, Ontario	
Colleen McCabe 236 Frontenac Street Sault Ste. Marie, Ontario P6A 5K9	Social Counsellor Batchewana Indian Band 236 Frontenac Street Sault Ste. Marie, Ontario (705) 759-0914 Work
Tony Quedent P.O. Box 500 Sioux Lookout, Ontario POV 2TO (807) 737-3847	
Evelyn Quequish Weagamow Lake, Ontario POV 2YO	Social Counsellor North Caribou Lake Band Weagamow Lake (807) 469-5171 Work (807) 469-5201 or 5181 Home

APPENDIX B

1984 GRADUATES (cont'd)

1985 ADDRESS	POSITION & EMPLOYER
Lionel Sabourin Mobert, Ontario P0M 2J0	Social Counsellor Pic Mobert Indian Band Mobert, Ontario (807) 822-2134 Work (807) 822-2210 Home
Linda Verruyt 4142 Carey Road Victoria, B.C. V8Z 4G3 (604) 479-0310	
Vivian Waboose 134 Arden Street Sault Ste. Marie, Ontario P6C 5K5	

NOT LOCATED

1984 ADDRESS
Colin Kanate P.O. Box 496 Hornepayne, Ontario
Roberta Oshkabewisens 650 Kingsway Sudbury, Ontario
Rachel Shilling P.O. Box 2146 Orillia, Ontario
Russell Tabobandung General Delivery Parry Sound, Ontario

APPENDIX B

CURRENT LOCATION, EMPLOYER, AND POSITION
OF GRADUATES AND STUDENTS
BY YEAR OF COMPLETION

1984 PART II PARTICIPANTS

TRACED

1985 ADDRESS	POSITION & EMPLOYER
Peter Angus Beaucage RR #4 North Bay, Ontario P1B 8G5	NNADAP Nipissing Band of Ojibways RR #1 Sturgeon Falls, Ontario POH 2Q0 (705) 753-1438 Work (705) 476-1438 Home
Norman Stanley Chartrand c/o Paguin P.O. Box 12 Dryden, Ontario P8N 2Y5 (807) 937-5049	
Arlene Chegahno RR #5 Wiarton, Ontario NOH 2T0 (519) 534-3431	
Justeen Debassige Excelsior P.O. West Bay, Ontario P0P 1G0	Education Counsellor West Bay Band Excelsior, P.O. West Bay, Ontario (705) 377-5362 Work
Norma Fox 223 Pilgrim Street Sault Ste. Marie, Ontario P6C 3G2	Student, Chief Algoma University Sault Ste. Marie, Ontario (705) 949-2095 Home
Laura Johnston 21 Drewry Drive Kenora, Ontario (807) 468-3256	
Bryan LaForme RR #1 Hagersville, Ontario	New Credit Band RR #2 Hagersville, Ontario N0A 1H0 (416) 768-3497
Arnold Lazure P.O. Box 233 Kahnawake, Quebec J0L 1B0	Social Counsellor Kahnawake Education Centre General Delivery Kahnawake, Quebec (514) 632-8770 Work (514) 632-6718 Home

APPENDIX B

1984 PART II PARTICIPANTS (cont'd)

1985 ADDRESS	POSITION & EMPLOYER
Gladys McCue Sutton West, Ontario L0E 1R0	Native Social Counsellor Chippewas of Georgina Island Georgina Island, Ontario (705) 437-1337 Work (705) 437-1173 Home
Anne McIntyre 4 Wolfgang Drive Nepean, Ontario K2J 1T1	Assistant Program Officer Dept. of the Secretary of State Native Citizens Directorate 11th Floor, 25 Eddy Street Hull, P.Q. (819) 994-3835 Work (613) 825-2089 Home
Raymond Meekis Deer Lake, Ontario P0V 1N0	Social Counsellor Deer Lake Band Deer Lake, Ontario (807) 775-0044 Work (807) 775-0055 Home
Clair Onabigon P.O. Box 599 Long Lac, Ontario P0T 2A0	Social Counsellor Geraldton District B.C.S.S. Board P.O. Box 370 Geraldton, Ontario (807) 854-1421 Work (807) 876-2312 Home
Edward Peters P.O. Box 52 Pikangikum, Ontario P0V 2L0	Social Counsellor Northern Nishnawbe Education Council P.O. Box 1419 Sioux Lookout, Ontario P0V 2T0 (807) 737-2002 Work (807) 773-1092 Home
Jimmy Redsky Shoal Lake, Ontario P0X 1E0	Social Counsellor Shoal Lake Band No. 40 Shoal Lake, Ontario (807) 733-2315
Beverly Restoule Monetville, Ontario P0M 2K0	NNADAP Worker Dokis Indian Band Monetville, Ontario (705) 763-2200 Work (705) 763-2244 Home
Bob Salvisburg P.O. Box 484 Chisasibi, Quebec J0M 1E0	Head of Guidance Cree School Board 1462 Rue de la Québécoise Val D'Or, Quebec J9P 4P8 (819) 855-2833 Work (819) 855-2493 Home
Lorna Sandy Christian Island, Ontario Cedar Point P.O.	Teacher's Assistant Beausoleil Band Christian Island, Ontario (705) 247-2014 or 2051 Work (705) 247-2104 Home

APPENDIX B

1984 PART II PARTICIPANTS (cont'd)

1985 ADDRESS	POSITION & EMPLOYER
Caroline Slipperjack 415 East Victoria St. Suite 12 Thunder Bay, Ontario P7C 1A6	Boarding Home Counsellor Fort Hope Indian Band P.O. Box 70 Fort Hope, Ontario POT 1LO (807) 242-5943 Work (807) 622-1756 Home
Sandra D. Smith RR #2 Keene, Ontario KOL 2GO	Education Counsellor Hiawartha Indian Reserve Hiawartha Admin. Office Keene, Ontario (705) 295-4421 Work (705) 295-4422 Home

NOT LOCATED

1984 ADDRESS
Larry Henry Whitedog, P.O. Whitedog, Ontario
Theresa Ledger Spruce Street P.O. Box 342 Hornepayne, Ontario
John Sawyer RR #2, Cedar Hights Box 1 North Bay, Ontario

APPENDIX B

CURRENT LOCATION, EMPLOYER, AND POSITION
OF GRADUATES AND STUDENTS
BY YEAR OF COMPLETION

1984 PART I PARTICIPANTS

TRACED

1985 ADDRESS	POSITION & EMPLOYER
Christine Anderson P.O. Box 12 Kasabonika, Ontario POV 1YO	Social Counsellor Kasabonika Lake Band P.O. Box 01 Kasabonika Lake, Ontario (807) 535-2547 Work (807) 535-2575 Home
Jack Doxtator RR #2 Southwold, Ontario NOL 2GO	Attendance Counsellor Oneida Band Office RR #2 Southwold, Ontario NOL 2GO
Stella Fidler Big Trout Lake, Ontario POV 1GO	Recreation Worker Big Trout Lake Band Big Trout Lake, Ontario (807) 537-2263 Work (807) 537-2570 Home
Fred Greene General Delivery Kejick, Ontario	Social Counsellor Shoal Lake #39 Kejick P.O. Kejick, Ontario POX 1EO (807) 733-2560
Harriet Jacobs P.O. Box 161 Wallaceburg, Ontario N8A 4L6	Education Worker Kent County Board of Education P.O. Box 1000 Chatham, Ontario (519) 627-3368 Work (519) 627-2768 Home
Elizabeth Jocko 1696A Eglinton Ave. W. Toronto, Ontario	
Iris Jourdain P.O. Box 640 Fort Frances, Ontario	Social Counsellor Fort Frances, Ontario (807) 485-2431 Work
Ivy Keewatin Apt. 45 I.R. #21 Grassy Narrows, Ontario	Social Counsellor Grassy Narrows, Ontario POX 1EO (807) 925-2241 Work

APPENDIX B

1984 PART I PARTICIPANTS (cont'd)

1985 ADDRESS	POSITION & EMPLOYER
Marie LaBelle P.O. Box 238 Long Lac, Ontario P0T 2A0	Native Education Worker Geraldton Board of Education P.O. Box 909 Geraldton, Ontario (807) 854-1470 Board Office (807) 854-0131 Principal (807) 876-2622 Home
Bertelle Lubuk 114 East Avenue North Hamilton, Ontario L8L 5H7 (416) 525-1244	
Mary Ann McDonald P.O. Box 551 Oka, Quebec J0N 1E0	Community Social Worker Centre de Services sociaux Laurentides-Lanaudière Siège Social 212 boul. Labelle, C.P. 340 St. Thérèse, Quebec J7E 4J4 (514) 479-8309 Work (514) 479-6636 Home
Leona Niganobe P.O. Box 1326 Blind River, Ontario P0R 1B0	Registered Nursing Assistant St. Joseph's General Hospital Lakeside Avenue Blind River, Ontario (705) 356-2265 Ext. 247 Work (705) 356-1261 Home
Alfred Ojeebah 97A Fairview Ave. Sudbury, Ontario P3C 1T5	Referral Worker N'Swakamol Native Friendship Centre 66 Elm Street West Sudbury, Ontario (705) 674-2128 Work
Kendall Paul Angle Inlet P.O. Minnesota, U.S.A. 56711	Social Counsellor Northwest Angle #33 (807) 733-2525 Work
Peter S. Sackaney 86 Mundy Avenue Kapuskasing, Ontario P5N 1R5	Stockboy Model City Mall Kapuskasing, Ontario (705) 335-8240 Work
Joseph Sakakeesic General Delivery Cat Lake, Ontario P0V 1J0	Social Counsellor Cat Lake Band Cat Lake, Ontario
Ann Marie Sky P.O. Box 605 Kahnawake, Quebec J0L 1B0	Secretary Kahanwake Education Centre General Delivery (514) 632-8770 Work (514) 632-1807 Home

APPENDIX B

1984 PART I PARTICIPANTS (cont'd)

1985 ADDRESS	POSITION & EMPLOYER
Gayle Taylor Curve Lake, Ontario K0L 1R0	Education Counsellor Curve Lake Band Administration Office Curve Lake, Ontario (705) 657-8045 or 8892 Work
Jeanne Vachon P.O. Box 427 Schefferville, Quebec G0G 2T0	Administrative Assistant Naskapi Development Corporation 275 rue St. Jacques ouest Suite 50 Montreal, Quebec H2V 1M9 (514) 842-8056 Work (418) 585-2342 Home
Linda Williams P.O. Box 83 Mactier, Ontario P0C 1H0	Social Counsellor Moose Deer Point Band P.O. Box 119 Mactier, Ontario (705) 375-5209 Work (705) 375-2845 Home
Elaine Wrightman RR #3 Wallaceburg, Ontario	

NOT LOCATED

1984 ADDRESS
Johann Blanchard 58 Tremblay Street Hearst, Ontario
Kimberly Boyer General Delivery Blind River, Ontario
Marilyn Commanda Serpent River Reserve Cutler, Ontario
Keith Conn Apt. A 324 Alfred Street Vanier, Ontario
Annie Jackpine P.O. Box 1299 Blind River, Ontario
Lilly Kocsis 49 E. Woodfield Drive Ottawa, Ontario
Karen McComber Box 528 Kahnawake, Quebec

APPENDIX B

1984 PART I PARTICIPANTS (cont'd)

NOT LOCATED

1984 ADDRESS

Vivian Mishibinijima
Apt. 1
75 Bloor
Sudbury, Ontario

Rocky Seymour
P.O. Box 517
Kenora, Ontario

John Skead
P.O. Box 366
Kenora, Ontario

Gory Stevens
P.O. Box 1687
Blind River, Ontario

Sally Tanner
130 Casimir Avenue
Dryden, Ontario

Darlene Taylor
Spruce Street
P.O. Box 342
Hornepayne, Ontario

Bart Verruyt
RR #1
Box 11
Hearst, Ontario